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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of August 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: the GOP opens its 37th national convention in Philadelphia, outraged Britons try a gas boycott to protest high prices, George W. Bush and Dick Cheney are the official nominees of the GOP, and George W. Bush delivers his acceptance speech to the GOP Convention (August 1-4); wildfires rage in the Western part of the U.S., Al Gore names Senator Joseph Lieberman as his running mate, Chile's Supreme Court lifts General Augusto Pinochet's immunity, researchers build a DNA motor that may lead to faster computer chips, and a U.S. missile defense system is deployed with possibilities of accelerating China's nuclear arms buildup (August 7-11); Democrats gear up for their convention, President Clinton speaks to the Democratic Convention, President Clinton passes the torch to Al Gore, new leader of the Democratic Party, Vice presidential nominee Joseph Lieberman addresses the Democrats, and Presidential nominee Al Gore addresses the Democrats (August 14-18); efforts to save the Russian submarine Kursk continue, the crew of the Kursk is pronounced dead, a new report assesses the current e-readiness of 42 developing nations, the U.S. government releases guidelines for stem cell research on human embryos, and CNN looks at the history of hurricanes in the United States (August 21-25); President Clinton visits Nigeria, President Clinton joins former South African President Mandela in a call for peace in Burundi, Colombia's people are engaged in a life-or-death struggle against drugs, and President Clinton visits Colombia and pledges aid to fight the drug war (August 28-31). (AEF)

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# CNN Newsroom Classroom Guides
# August 2000

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# CNN NEWSROOM Guide

**August 1, 2000**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:30... 01:30

**TODAY'S NEWS** ... 00:45...02:15

**Top Story** ... 02:25...04:40
-The GOP opens its 37th national convention in Philadelphia.
-Who are the Republicans?

**In the Headlines** ... 02:20...07:00
Venezuelan President Chavez is re-elected in a landslide vote.

**DAILY DESK** ... 01:05...08:05

**Health Desk** ... 02:00...10:05
How do sunscreens really work?

**WORLDVIEW** ... 00:25...10:30

**Special Series** ... 03:30...14:00
In spite of improvements in the lives of children, much remains to be done.

**Children in the Workplace** ... 03:10...17:10
Child labor is a problem that is difficult to police.

**New GenerAsians** ... 02:50...20:00
Asia's young people are becoming influential consumers.

**British Teens** ... 04:20...24:20
British teens have a diverse range of interests to keep them busy in their spare time.

**NEWS CHRONICLE** ... 00:40...25:00

**Our World** ... 02:00...27:00
A father and son are in Philadelphia for two very different purposes.

**CNN NEWSROOM CLOSE** ... 01:00... 28:00

## ----------- CNN NEWSROOM STORIES -----------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

- **Top Story: Republican Convention**

1. According to the video, what is the Republican Party's most faithful constituency? In what geographic areas of the U.S. is the Republican Party the strongest? What demographics characterize most Republicans? What positions on key issues do most Republicans support?

2. Who has been involved in a "fight for the soul of the Republican Party" in recent years? In the video we hear that George W. Bush is viewed as the "consolidation candidate." What do you think this means? What issue is Governor Bush using to consolidate his party? How is he attempting to reach beyond his party's traditional constituency?

3. Every political party has its factions, and the GOP is no exception. Who are the interest groups within the Republican Party, and how do they stand on key issues? Have students work in groups to research the different interests within the Republican Party, from ethnic and religious interests to political causes closely aligned with Republican principles. Have each group share its findings with the class. Then reconvene student groups and challenge each group to assume the role of a team of advisers to George W. Bush. Charge each group with the task of drawing up a written plan to "consolidate" the party. What would each have candidate Bush do to bring the party together?

   **EXTENSION:** Have each group present its plan, then offer this question for class discussion: Can a presidential candidate consolidate his/her party without sacrificing his/her political principles? Discuss.

**LINKS:**
http://www.cnn.com/ELECTION/2000/conventions/republican/
http://www.nfrw.org/
http://www.nfrw.org/programs/NCLB.htm
http://www.rnha.org/
http://www.msu.edu/~stacey/GOP/index.htm

**In the Headlines: Venezuelan Elections**

1. Who has been re-elected to the presidency in Venezuela? How long is his term? Why might he be able to stay in office until the year 2011? What challenges will Mr. Chavez face as he begins his new term in office?

2. Which problems currently faced by Venezuela are problems President Chavez may have helped to cause? What groups did Mr. Chavez charge with creating a "ruling oligarchy"? What is an oligarchy? Why do you think President Chavez was re-elected, in spite of the problems he may have caused and the image problems he has?

3. In following President Chavez's policies and rhetoric, observers often refer to him as "leftist" and compare him to Cuban leader Fidel Castro. Have your students conduct research to learn more about Venezuela's history and government and the policies of President Hugo Chavez. Have students share their information. Ask: Is the "leftist" label appropriate when referring to President Chavez? Is the comparison to Fidel Castro accurate? How might these perceptions be liabilities for Venezuela as it looks to improve its economy and quality of life for its citizens? Discuss.

**LINKS:**
http://news.lycos.com/headlines/World/article.asp?docid=RTINTERNATIONAL-VENEZUELA-ELECT
http://www.polisci.com/history/nation/00495.htm
http://www.lonelyplanet.com/dest/sam/ven.htm

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**EDITOR'S NOTE:**
constituency
fundamentalist

fractures
compassionate conservatism
Republicans
Venezuela
Hugo Chavez

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## DAILY DESK

### Health Desk: SPF Testing

1. What do the SPF numbers of sunscreens represent? How do researchers test the effectiveness of sunscreens? Why is the FDA changing the way that sunscreens will be labled? What are the new requirements?

2. What is skin cancer? What is the most serious form of skin cancer? Prior to viewing the video, ask students: Were you aware of skin cancer and the importance of using sunscreen as a preventative measure? If so, how did you learn this information? Do you use sunscreen? Why or why not? Why do you think many people believe that having a tan looks "healthier" than not having a tan? Why do you think that it is particularly important that kids use sunscreen?

3. Refer students to the websites below to learn more about the different types of skin cancer and ways to prevent the disease. What is the composition and function of human skin? Why has the incidence of skin cancer increased in recent years? Inform students that the American Cancer Society has developed an awareness campaign based on the slogan, "Fry now, pay later." Have groups of students create their own campaigns and slogans to educate their peers about the dangers of skin cancer and offer ways to prevent the disease.

**LINKS:**
http://www.cnn.com/2000/fyi/news/06/14/skin.cancer/
http://www.coppertone.com/3500/3580.html
http://www3.cancer.org/cancerinfo/load_cont.asp?st=pr&ct=50&language=english
http://www3.cancer.org/cancerinfo/load_cont.asp?st=wi&ct=50&Language=ENGLISH#what

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**EDITOR'S NOTE:**
dermatologist
SPF (Sun Protection Factor)

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## WORLDVIEW

### Special Series: Youth 2000: Children's Issues

1. What is the goal of the Convention on the Rights of the Child? What standards and rights are included in the convention to improve the quality of life of children? How many countries have ratified this agreement?

2. How many children die each day from preventable diseases? In addition to this problem, what other problems need to be addressed for the world's children? What are some of the organizations that are trying to address these problems?

3. Carol Bellamy, UNICEF Executive Director, has said, "A century that began with children having virtually no rights is ending with children having the most powerful legal instrument that not only recognizes but protects their human rights." Have your students read the text of this legal

instrument, the Convention on the Rights of the Child, by consulting the first website below. Discuss the rights that are enumerated in this document. What makes the Convention a "powerful legal instrument"? What issues are not addressed in the convention?

**LINKS:**
http://www.unicef.org/crc/crc.htm
http://www.otago.ac.nz/Web_menus/Dept_Homepages/CIC/CIC.html
http://www.childrensdefense.org/
http://www.safekids.org/

### Children in the Workplace

1. How does the Convention on the Rights of the Child deal with the problem of child labor? What actions can be taken against those who exploit children? Why is it difficult to stop and punish those who engage in child labor?

2. Which countries have significant numbers of children in the workforce? Why could stopping child labor in these countries have disastrous effects? According to UNICEF, what is the key factor that can help in the fight to protect the rights of children? Why is education so important in this fight?

3. Challenge your students to search the media and the Internet for accounts of exploitation of child labor, both in the past and present. Share student findings. Then ask students to assess the current child labor situation in their community: Is there any abuse of young workers? Discuss the role of national and state governments in preventing young worker abuse. Have students conduct research to learn more about the laws that protect young workers. Are there any exceptions, or "loopholes" in these laws? If so, what are they, and why do students think they were created?

**LINKS:**
http://landow.stg.brown.edu/victorian/history/hist8.html
http://www.coopamerica.org/sweatshops/ssreport2.htm
http://www.lycos.com/business/cch/guidebook.html?docNumber=P05_4061

### New GenerAsians

1. Who are the "New GenerAsians"? What is a new survey showing about their spending power? What forms of technology are "must-haves" for these young Asian consumers?

2. Where in Asia is interest in designer brands the highest? Besides their spending power, how else are young Asians influencing the consumer market? How is "pester power" significant when it comes to making household buying decisions?

3. Do students in your class think they wield a significant amount of pester power, as some young Asians do? Ask how many have helped to make a recent household purchasing decision, from a brand of cereal to a brand of computer. In each case, what factors were behind that choice of brands? Discuss how marketers often use advertising approaches that appeal to young people as well as adults in the hope that pester power will work.

**LINKS:**
http://www.escap-hrd.org/news/n11crisis.htm
http://cnn.com/ASIANOW/asiaweek/96/1025/feat2.html

### British Teens

1. What are some of the activities British teenagers pursue in their leisure time? Where do these teens get their spending money? About how much money do some British teens get from their parents each week? On what things do most of these teenagers spend their money?

2. How do the spending habits of male and female teens differ in Great Britain? Do you think these differences exist among teenagers where you live? Explain.

3. Challenge students to compare the spending habits of their peers to those of teenagers in Great Britain. Have small groups of students survey boys and girls their age to determine what they buy with their earnings or allowances. Share group findings. Refer students back to the video to compare their peers' spending habits with those of the British teens.

4. The websites below provide some ideas of the trends and interests of young people in the U.K. Have students investigate these sites and discuss what they see. Then have each student write a letter to a fictitious student in the U.K. (or locate a real pen pal there, if possible) and talk about the similarities and differences between what's "hot" among teens in the U.S. and in the U.K.

**LINKS:**
http://www.the-junction.net/index.htm
http://www.interlink.org.nz/cool/links.html
http://www.ukmums.co.uk/kids/home.htm

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**EDITOR'S NOTE:**
Convention on the Rights of the Child
ratified
exploitation
sanctions
UNICEF
forced labor

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**NEWS CHRONICLE**

**Our World: Father vs. Son**

1. Who are Rick and Steven Beltram? Why is each in Philadelphia? Compare and contrast the political opinions of the two men. In spite of their political differences, what evidence of a real family bond exists between the two?

2. According to Rick, what is his dad's favorite saying? What is a "liberal"? What is a "conservative"? Do you agree or disagree with Steve Beltram's view? Explain.

3. Are political issues ever discussed in your family? Do you and other members of your family always agree when it comes to politics? Explain. How do you think Steve and Rick Beltram handle their disagreement? Could you learn anything from their approach to civil disagreement that you could apply to situations you might encounter? Explain.

4. Political scientists refer to the complex way we acquire our political beliefs as political socialization. There are many primary and secondary agents of political socialization.
    1. Direct your students to their texts and other resources to learn more about the agents of political socialization. These agents are the factors in a person's life that help shape his/her political beliefs, such as family, education and occupation.
    2. Have students share their findings. List the agents of political socialization on the board. Which do students think have the greatest impact on a person's political ideology? Why?
    3. Refer students back to the story of Steve and Rick Beltram. What do they think accounts for the vast political differences between this father and son? How might the process of political socialization have been different for each? As the years progress, what agents of political socialization might further shape the opinions of each of these men?

**LINKS:**

http://college.hmco.com/COD/chapters/CH5-SYNP.html
http://www.mhhe.com/socscience/polisci/patterson/olc/stu/chapterindex06.htm
http://trumpet.sdsu.edu/x320/public_opinion/political_socialization.htm

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**EDITOR'S NOTE:**
patriotic
corporate globalization
delegate
debating
liberal
conservative

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# CNN NEWSROOM Guide

**August 2, 2000**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:30... 01:30

**TODAY'S NEWS** ... 01:00...02:30

**Top Story** ... 02:00...04:30
Outraged Britons try a gas boycott to protest high prices.

**DAILY DESK** ... 00:30...05:00

**Business Desk** ... 02:15...07:15
Some economists believe that gasoline is a bargain in the U.S.

**Turner Website Information** ... 00:45...08:00
Information on the CNN NEWSROOM Daily Classroom Guide

**WORLDVIEW** ... 00:35...08:35

**Special Series** ... 05:25...14:00
The year 2000 marks a milestone in children's health and welfare.

**Romania's Street Kids** ... 03:30...17:30
Romania's street kids are the product of a failed political system.

**Illegal Minors** ... 02:30...20:00
Many children who enter the U.S. illegally are held in juvenile jails.

**Soweto Youth Symphony** ... 03:25...23:25
A youth symphony gives new hope to the children of Soweto.

**NEWS CHRONICLE** ... 00:50...24:15

**Democracy in America** ... 02:45...27:00
The next generation of citizens discusses issues of importance at the National Youth Convention.

**CNN NEWSROOM CLOSE** ... 01:00... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

### Top Story: Petrol Protest

1. How did angry British consumers attempt to drive their "dump the pump" message to the government? According to the boycott's organizers, did the message reach its target? Why are British consumers blaming the government for the high price of gas? How does the government respond to this charge?
2. Why have British motorists not seen any large increases in the price of gasoline over the years? How have the government's "small increases" impacted the gasoline tax burden over the past three years? Why might the gradual increase in the price of gas actually water down any protests against high gas taxes? Why do you think the British government is unlikely to lower the taxes on gasoline?
3. What is a boycott? Have students consult their texts and other resources to learn more about economic boycotts, when they have been used in history, and with what results. Have students share their findings. Why do students think the British gas boycott achieved only "limited success"? What conditions have to be met in order for a boycott to be successful?

**LINKS:**
http://www.cartelbusters.org/
http://www.coopamerica.org/Boycotts/index.html
http://www.i-way.co.uk/~jtowell/2boycott.htm
http://www.energy.ca.gov/fuels/gasoline/gas_taxes_by_state.html
http://libertarianism.about.com/newsissues/libertarianism/library/weekly/aa032500.htm?iam=dpile&term

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**EDITOR'S NOTE:**
boycott
treasury
revenue

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**DAILY DESK**

**Business Desk: Real Gas Prices**

1. How does today's price of gas in the U.S. compare to what it was a year ago? In spite of the dramatic rise, why are many economists slow to sound the alarm? What is meant by the "real cost" of gas? How do economists describe the real cost of gas in the U.S.?
2. What factors contribute to the price of gas? Among these factors, which is the most volatile component? Why do you think this is so? What taxes are imposed on gasoline? What is the purpose of the federal gas tax? How do the taxes American consumers pay on gas compare to those of their European counterparts?
3. What is the average price for a gallon of gas in the U.S.? How does this compare to the average price for a gallon of other liquids, such as milk, orange juice, and vegetable oil? Do you think these are relevant comparisons? Why or why not? Have the higher prices of gasoline discouraged you or members of your family from driving? Explain.
4. In the video we learn that economists calculate the real cost of gas by adjusting for inflation. Use this opportunity to introduce inflation to your class by having students research its definition. Discuss how inflation impacts prices for goods and services. Divide the class into groups. Have each group select one item (such as a loaf of bread, a quart of milk, a car, a house) and research its average price over the past 50 years. Have each group present its information. What factors have contributed to the rise in price for each of these goods? Do students think the real cost of each of these goods has actually increased or decreased? Why? Compare students' findings to the real cost of gas, and review the factors that contribute to its price.

**LINKS:**
http://www.gasprice.com/index.htm/similar_sites.html
http://www.pbs.org/newshour/bb/economy/jan-june00/gas_prices_6-21.html
http://www.sls.lib.il.us/reference/por/features/98/money.html

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**EDITOR'S NOTE:**
inflation
halcyon
crude
tax revenue
real cost

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**WORLDVIEW**

**Special Series: Youth 2000: Children's Hazards and Health**

1. As of this year, how many countries have agreed to ban child soldiers? According to the agreement, what is the age limit for combat soldiers? At what age can a child voluntarily serve to fight?

2. What is life like for children in Angola? How has the civil war impacted their lives? Why are there more "emergency countries" now, then at any time since World War II? What are some of these emergency countries? Relate what you know about the recent violence occurring in these countries.

3. Besides war, what other problems contribute to the global suffering that most often impacts children? What infectious diseases are a problem? What disease trend is especially problematic for children? How could the spread of HIV/AIDS affect 40 million children in Asia and Africa by 2010?

4. Inform students that although progress has been made towards eradicating some diseases and improving people's life spans, there are other threats to children, even in industrialized countries. Challenge students to generate a list of these threats. Next, have students identify which of these threats are problems in their community. Group students. Have each group select a problem from the list and research what is being done to address the problem. After each group has shared its information, ask the class to determine if the interventions are effective, and if not, what else might be done to resolve the problem.

**LINKS:**
http://www.unicef.org/sowc96/2csoldrs.htm
http://www.hrw.org/hrw/campaigns/crp/facts.htm
http://www.who.org/
http://www.globalissues.org/Geopolitics/Children.asp
http://www.hrw.org/hrw/campaigns/crp/crp-map.htm
http://www.ldb.org/vl/index.htm

**Romania's Street Kids**

1. Where do ten-year old Vali and his brother Marius live? Where do they spend most of their time? How did Romania's previous political system contribute to its current street kids problem? Why doesn't child abandonment carry a social stigma among Romanians?

2. How has the Romanian government changed its attitude on child protection? According to the social worker interviewed in the video, how can a lack of attention to this problem cause greater problems in the future? At the end of the story, the journalist sees Marius and Vali. He buys them

food and says, "We walk away. There is nothing else we can do." Would you have done anything differently if you were in his position? Explain.

3. How much do your students know about the recent political and economic history of Romania? After the collapse of the Soviet Bloc in 1989-91, Romania was left with an obsolete factory and industrial base, and a nearly useless economy. Have students work in groups to learn more about Romania, before and after the collapse of the Soviet Union. After students share their findings, ask: How has the transition from communism impacted the lives of Romanians? What benefits and downsides are Romanians currently experiencing as a result of this transition? What political, social and economic factors have led to the street kids crisis in Romania?

**LINKS:**
http://www.peacecorps.gov/countries/romania/
http://romania.faithweb.com/veritas.htm
http://www.ldb.org/vl/geo/europe/4rom.htm
http://www.streetkids.org/index.html
http://www.odci.gov/cia/publications/factbook/ro.html

### Illegal Minors

1. What is International Educational Services? How does this shelter help children who have entered the U.S. alone? How would you describe the emotional state of these children? Why do you think they experience a high level of anxiety?

2. According to the INS, why did approximately 2000 unaccompanied minors spend about a month in juvenile jails, even though they committed no crime? What was their only infraction? In your opinion, were these unaccompanied minors treated like criminals? Do you think the treatment of these minors was justified or unnecessary? Explain.

3. What is the INS? Have students research the history of this agency and its role in protecting U.S. borders, and share their information. Discuss the reasons why countries protect their borders, and how the INS goes about this task in the U.S.

4. Immigration, legal and illegal, has been the subject of debate in the U.S. since the nation was founded. Where do your students stand on the issue? Have students work in groups to research the debate over immigration and its history, and share their findings. Pose these questions for class discussion:
    - Should the U.S. limit the number of people who want to enter the country?
    - If some students support immigration quotas, on what criteria should these quotas be based?
    - Should anyone be given "preferential treatment" in admittance to the U.S.? If so, who?
    - Should anyone be refused admission? If so, who, and under what circumstances?
    - What should be done with individuals, including minors, who enter the U.S. illegally due to dire circumstances?

    After the discussion, direct each student to write a position paper on the issue of immigration and what he/she believes should be done to insure that the process is fair.

**LINKS:**
http://www.cnn.co.uk/ALLPOLITICS/1998/06/13/clinton.immigration/
http://www.usbc.org/
http://www.ins.usdoj.gov/graphics/index.htm

### Soweto Youth Symphony

1. Explain how music is keeping some children of Soweto off the streets. What tragedies have the children faced in their community? When and how did Rosemary Nalden start her school? How does the school give its students a sense of accomplishment and pride?

2. Director Rosemary Nalden says her program is "competing with the environment." What does she mean? Challenge your students to learn more about the lives of Soweto's children. First, locate Soweto on a world map. Ask students to share what they know about the recent political history of South Africa. Next, have them use the Internet and other resources to examine the history and culture of Soweto. Discuss the environment in which many of Soweto's children live. What daily obstacles to their emotional and physical well-being do the children of Soweto encounter? In what way do programs like the youth symphony help children in these situations to overcome the problems in their lives?

**LINKS:**
http://www.warchild.org/projects/soweto.html
http://www.globalmusic.com/Soweto_String_Quartet.html
http://www.africana.com/tt_011.htm

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**EDITOR'S NOTE:**
protocol
stigma
INS (Immigration and Naturalization Service)
bereavement
busk
township

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## NEWS CHRONICLE

### Democracy in America: Youth Convention

1. Why are young Americans of various party affiliations meeting in Philadelphia? What is the goal of the National Youth Convention? What kinds of issues are its members discussing? What is a political platform? How is the Youth in Action organization creating its platform?

2. What kind of impact do the young delegates expect to have on politics? What is lobbying? How do you think grass roots lobbying by members of Youth in Action might affect elected officials? Why? Where are the young delegates going after their Philadelphia convention? Why do you think it is important for them to be at both major party conventions?

3. According to its website, the Youth in Action Campaign is based on three questions presented to today's youth. Share these questions with your students and ask them to write their responses to each:
    1. What are your top three concerns for your country and your community?
    2. What are your solutions to address your concerns?
    3. What is your message to political candidates and leaders?

    Have students share their responses. Use student responses to help the class craft a class platform that defines student issues and solutions. Present the class platform to candidates for local and state offices.

**LINKS:**
http://www.youthlink.org/index.html
http://www.youthlink.org/cgi-bin/dyn/build.sh
http://www.youthlink.org/platforms.html
http://www.closeup.org/youth.htm

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**EDITOR'S NOTE:**
National Youth Convention
issues
cynical

platform
lobbying
viable

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# CNN NEWSROOM Guide

**August 3, 2000**

**Teachers: Due to technical difficulties, today's program is not closed-captioned.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:30... 01:30

**TODAY'S NEWS** ... 00:45...02:15

**Top Story** ... 07:30...09:45
-George W. Bush and Dick Cheney are the official nominees of the GOP.
-Several states will become election battlegrounds this fall.

**DAILY DESK** ... 00:25...10:10

**Science Desk** ... 02:40...12:50
A super atom collider may provide insight about the origin of our universe.

**WORLDVIEW** ... 00:30...13:20

**Special Series** ... 03:15...16:35
Poverty knows no age limits.

**Cambodia Child Labor** ... 02:10...18:45
Child labor laws in Cambodia are rarely enforced.

**Indonesia "Lost Generation"** ... 01:55...20:40
Indonesia's violent history and poor economy could result in a "lost generation."

**Growing Up Alone** ... 02:40...23:20
Poverty, AIDS and war are leaving a legacy of orphans worldwide.

**Mexico Poverty** ... 01:40...25:00
Millions of Mexican children live in extreme poverty.

**NEWS CHRONICLE** ... 00:25...25:25

**Our World** ... 02:00...27:25
Meet one of the youngest delegates to the Republican Convention.

**CNN NEWSROOM CLOSE** ... 00:35... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

## TODAY'S NEWS

### Top Story: Republican Convention

1. Who did Republicans officially nominate for president and vice president last night? For what office was Dick Cheney nominated? What were some of the issues he talked about in his speech to the GOP Convention?

2. How many electoral votes does the state of Pennsylvania have? Which presidential candidate took Pennsylvania in the last two elections? Politically speaking, how has the state of Pennsylvania changed since then? Which current presidential candidate benefits most from this political shift? Why?

3. Why is the state of New Jersey expected to be a real battleground? What are Ohio's state leaders predicting about the election outcome? In spite of their predictions, why is Ohio a state no one can take for granted? Why is Michigan likely to be one of the closest battleground states? How is the state a mix of political interests? Which state is the biggest electoral prize in the Midwest? How many electoral votes does Illinois have? What factors could make the election close in Wisconsin and Missouri?

4. Why is it important for presidential candidates to "win" states? What is the Electoral College, and how does it work? Challenge groups of students to conduct research to learn more about the Electoral College. The third website below (The Federal Election Commission page) provides a good explanation and starting point. After groups have completed their research, discuss their answers to the following questions:
    - Who created the Electoral College, and why?
    - When a voter casts his/her vote for president, for whom is he/she really voting?
    - How are the number of electors per state determined? Which states have the greatest number of electoral votes? Which have the least?
    - Of the 538 electoral votes, how many must a presidential candidate win in order to win the presidency? What happens if no one candidate receives a majority of these votes? Has this ever happened?

**LINKS:**
http://www.cnn.com/2000/ALLPOLITICS/stories/08/02/convention.wrap/index.html
http://www.cnn.com/ELECTION/2000/resources/rothenberg/gen.elex.html
http://www.fec.gov/pages/ecworks.htm
http://www.washtimes.com/election2000/
http://www.govspot.com/election/electionprocess.htm
http://www.govspot.com/election/electionsection.htm

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**EDITOR'S NOTE:**
Gerald Ford
George W. Bush
Dick Cheney
"safe states"
electoral votes
media market
compassionate conservatism
social conservative

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## DAILY DESK

### Science Desk: Time Machine

1. What theory do scientists use to explain the formation of the universe? What work is currently underway to better understand conditions as the "Big Bang" took place? How does the atom collider work?

2. What do you think happens to the mass of objects as their speed increases? (You may want to point out to students that a penny dropped from a skyscraper would leave a crater where it hits the ground.) Why do you think the atoms in this experiment have to be sped up before they collide? Do you agree with the scientists in the story who said "six hundred million dollars is a small price to better understand how it all began"? Explain. How do you think the findings of this research will eventually be used?

3. There are several subatomic particles mentioned in this story which are essential to understanding Big Bang physics: quarks, gluons, protons and neutrons. Place students into small groups and assign one of these subatomic particles to each group. Then have each group:
   - Define its subatomic particle using non-technical language. (Instruct students to consider the viewpoints of different scientists.)
   - Explain what it thinks its particle's role would be during and after the Big Bang.
   - Explain what it thinks its particle's role would be during the atom collision at Brookhaven National Lab.

   After each group presents its information, as a class, discuss how these individual particles are connected in the atom collision and in the Big Bang processes.

**LINKS:**
http://www.phy.bnl.gov/newphysics/experiments.html
http://www.bnl.gov/
http://www.cap.bnl.gov/mumu/info/intro.html
http://image.gsfc.nasa.gov/poetry/ask/acosmbb.html
http://cfpa.berkeley.edu/darkmat/bbang.html

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**EDITOR'S NOTE:**
super collider
Big Bang
atom
friction
protons
neutrons

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**WORLDVIEW**

**Special Series: Youth 2000: Poverty**

1. According to the video, what percentage of the world's population lives in poverty? Of this number, how many are children? Why does poverty take a disproportionate toll on children? What is the leading cause of retardation in the world? How can it be prevented? What does this cost? What are some things that kids can do to help other kids who live in poverty?

2. In the U.S. in 1999, there were approximately 6.4 million children in families struggling to get by on incomes less than one-half the poverty line. In real numbers, this means a family of three would be trying to feed, clothe, and house its members for less than $6400 a year! Challenge your students to find information on average housing, food and clothing costs in your area per month and share this information with the class. Multiply these estimates by 12 to get annual figures, and add them together. How does this number compare to the $6400 that 6.4 American families live on each year?

**LINKS:**

http://www.childrensdefense.org/
http://childstats.gov/ac1999/econtxt.asp
http://www.unicef.org/

**Cambodia Child Labor**

1. What does 12-year old Kim Ratama do to help support her family? What are some of the jobs other children do in Cambodia's capital? Does Cambodia have laws against child labor? Why do you think the laws are not enforced?
2. According to the United Nations, what is the only way to end child labor? How will providing skill training and employment to parents benefit children and their families?
3. What do your students know about child labor? Test their knowledge by having them take the child labor quiz at the UNICEF website (first website) below. Generate a class discussion about child labor and its physical and mental impact on the children who are forced to work. Ask students: How would society and the economy be affected if the future generation of children grows up without proper access to education?

**LINKS:**
http://www.unicef.org/crc/
http://www.ilo.org/public/english/comp/child/intro/
http://www.ilo.org/public/english/comp/child/text/index.htm
http://www.geocities.com/SoHo/2703/beCause_free_the_children.html

**Indonesia "Lost Generation"**

1. How is violence affecting the lives of Indonesia's children? Why is making it to a refugee camp no guarantee of survival? What challenges do children face at the camps? How is the violence taking a psychological toll on these children?
2. Why are children in Jakarta and other Indonesian cities dropping out of school? What are they doing to support themselves and their families? Why are UNICEF officials warning others about the possibility of a "lost generation" in Indonesia?
3. According to a recent UNICEF survey, the malnutrition rate in Java is about 10 times higher than that of other areas. How does malnutrition affect the human body? Inform students that many people in this region suffer from a lack of Vitamin A, iron, and iodine. Have students work in groups to determine the physical complications resulting from these deficiencies, and share their information with the class. Are there any foods/produce found near Java that could remedy these deficiencies? If so, how should the issue of malnutrition be addressed?

**LINKS:**
http://www.odci.gov/cia/publications/factbook/id.html
http://indonesia.elga.net.id/
http://www.geocities.com/CapitolHill/3639/main.html
http://www.interlog.com/~cafiet/news/malnutrition.html
http://www.unicef.org/sowc98/

**Growing Up Alone**

1. What is the "trilogy of tragedy" that is causing millions of the world's children to become orphans? What is the underlying cause of their pain? Explain how acute poverty leads to other problems that result in so many of the world's children growing up alone.
2. According to UNAIDS, AIDS now kills ten times as many people in Africa as does war. In this video we hear about the toll HIV/AIDS is taking on Africa's population, and specifically its effect

on Africa's children. Ask your students to think beyond the immediate tragedies that are occurring in Africa because of AIDS. Have students work in groups to come up with the long-term political, social and economic costs of AIDS. Share group ideas. Have each student use this information to write a persuasive essay convincing international leaders to commit more resources to conquering the AIDS epidemic.

**LINKS:**
http://www.savethechildren.org/
http://gbgm-umc.org/programs/aidsafrica/orphans.html
http://gbgm-umc.org/programs/aidsafrica/security.stm
http://www.worldbank.org/html/extdr/hivaids/
http://www.hartford-hwp.com/archives/30/035.html

### Mexico Poverty

1. According to the video, what percentage of Mexico's population is under the age of 20. How many of Mexico's children live in extreme poverty? The UNICEF representative speaks of the desire to have Mexico's children "survive with quality." What does this mean? What is the key to a better life for Mexico's children?

2. Many children's rights advocates say that the state of Mexico's economy is to blame for the poverty that envelopes the lives of millions of its children. Challenge your students to gather information on Mexico's economy and discuss the impact that this data has on everyday life in Mexico. Then divide the class into small groups. Based on the information gathered and the ideas presented in discussion, have each group generate a list of recommendations aimed at improving Mexico's economy. Ask students: Should Mexico's government, international investors, and/or the international community get involved in turning Mexico's economy around? If so, how might these interventions ultimately benefit the next generation of Mexican citizens and other countries?

**LINKS:**
http://www.emulateme.com/mexico.htm
http://www.worldtrek.org/odyssey/mexico/81498/mexmaking.html

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**EDITOR'S NOTE:**
poverty
UNICEF
child labor
Jakarta
malnutrition
HIV/AIDS
epidemic
quality of life

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## NEWS CHRONICLE

### Our World: Young Delegate

1. How old is Cory Miller? What state is he representing at the Republican National Convention? How did he gain political fame in his community?

2. Why does Cory Miller believe that involvement in politics should begin at an early age? What issue is at the top of his agenda? Are politics in his future? What is Cory's mission? Do you think his story will motivate other young people to get involved in the political process? Why or why not?

3. The issue of education is high on Cory Miller's agenda. What opinions do your students have on this issue? Generate a class discussion about local and national educational concerns, then ask: If

you could be a delegate to the GOP Convention, what points on the issue of education would you make to the party and other delegates? Have each student write an essay detailing his/her educational priorities and opinions.

4. Who are the delegates that attend national party conventions? Direct students to research the ways the major parties choose their delegates and the role delegates play in nominating presidential candidates. Discuss the steps that most likely took Cory Miller to the Republican National Convention as a delegate from the state of Montana. Do your students think this would be an interesting experience? Encourage any who are interested to pursue participation in this level of the political process.

**LINKS:**
http://www.jmu.edu/polisci/bios/fiederlein/PRESNOM.html
http://gi.grolier.com/presidents/ea/side/polconv.html
http://www.rnc.org/2000/goprules

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**EDITOR'S NOTE:**
delegate
agenda

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# CNN NEWSROOM Guide

**August 4, 2000**

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## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:20... 01:20

**TODAY'S NEWS** ... 01:00...02:20

**Top Story** ... 04:25...06:45
-George W. Bush delivers his acceptance speech to the GOP Convention.
-"Swing voters" could decide the outcome of this election.

**DAILY DESK** ... 00:25...07:10

**Editor's Desk** ... 02:10...09:20
"Reality-based" TV shows are a summer hit.

**WORLDVIEW** ... 00:25...09:45

**Special Series** ... 03:45...13:30
Experts say that education would improve the lives of millions of the world's children.

**China Teens** ... 03:55...17:25
China's teens have grown up in a world far different from that of their parents.

**Bangladesh Children** ... 02:25...19:50
Most children in Bangladesh cannot afford to make education a priority.

**Taliban Education** ... 02:45...22:35
Afghanistan's ruling Taliban eases its restrictions on educating girls.

**NEWS CHRONICLE** ... 00:30...23:05

**Democracy in America** ... 04:00...27:05
Media advisers help George W. Bush get his message out to the voters.

**CNN NEWSROOM CLOSE** ... 00:55... 28:00

## ----------- CNN NEWSROOM STORIES ------------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Republican Convention**

1. Who is George W. Bush? What office does he currently hold? For what office has he been nominated by the Republican Party? What themes did he stress in his acceptance speech last night? Political observers and journalists said before his speech that Governor Bush needed to appear "ready for the presidency." Do you think he accomplished this goal? Why or why not?

2. Who are "swing voters"? Explain why this is a group of voters "you can rent, but you can never buy." Why are both George W. Bush and Al Gore courting swing voters? List some of the swing constituency groups that are targets of the Bush campaign, and the issues that may be important to each group.

3. Many observers on both sides agree that this will be a close election, one that will determined by who can best appeal to independent voters. Political scientists estimate that one-third of the American electorate doesn't identify strongly, or at all, with either of the two major parties. Generate a class discussion about the political mindset of swing voters. Why do students think these voters are generally disillusioned with political parties? What do candidates George W. Bush and Al Gore have to do to capture their votes? Have students conduct research to learn more about swing voters and what they are looking for in a presidential candidate. Have students share their findings. Discuss the political strategies that Al Gore and George W. Bush will likely pursue in order to win this group of voters.

**LINKS:**
http://www.findarticles.com/cf_0/m1218/12_128/60521001/p1/article.jhtml
http://www.cnn.com/2000/ALLPOLITICS/stories/05/01/latimes.gore/
http://usconservatives.about.com/newsissues/usconservatives/library/weekly/aaleadershipa.htm?iam=dpil
http://www.latimes.com/news/politics/elect2000/pres/bush2/20000526/t000049842.html

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**EDITOR'S NOTE:**
George W. Bush
swing voters
party loyalties
Catholics
constituency
suburban
compassionate conservatism
Latinos

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**DAILY DESK**

**Editor's Desk: Reality-based TV**

1. What is unique about the plot and development of the TV show "Big Brother"? How is it filmed? Who are the "stars" of the show? What other TV shows are created in a similar style? What traits do all these shows have in common?

2. Have you watched "Big Brother," "Survivor," or any of the other programs in this genre? What do you like or dislike about these shows? Why do you think they have so much appeal? Can you think of other kinds of TV shows that highlight people who are not actors? What do you think of these programs? Do you think that they will continue in popularity or have they begun to fade? Explain.

3. Why do you think these shows are called "reality-based" programs? What is real about them? What is unreal about them? Can you think of situations in real life that are closely related to the situations in the reality-based shows? Explain.

4. What other media focuses in on the private lives of everyday people? How do you feel about issues of privacy involved in this kind of media? Would you want to be filmed 24 hours a day? Why or why not? Why do you think that people try to get on these shows? When so many people are worried about their privacy these days, especially in light of Internet issues, why do you think that such large audiences spend time watching other people's private lives?

5. Group students. Have each group brainstorm an idea for a potential reality-based TV series. Instruct each group to determine the setting, the challenge, and the demographics of the cast. Then have students consider what they would edit out of a 24-hour tape to make a 30-minute show. What kinds of things would they keep? What criteria would they use to make these choices? How much do they think their criteria would be determined by producers, TV ratings, and advertisers? Have groups present their ideas and discuss.

**LINKS:**
http://www.cbs.com/network/tvshows/mini/bigbrother/
http://www.cbs.com/network/tvshows/mini/survivor/
http://abc.go.com/tgif/making_the_band/frame_mtb.html
http://thepost.baker.ohiou.edu/archives3/apr00/040600/entertain1.html

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**EDITOR'S NOTE:**
reality shows
invasion of privacy
exile
vicariously
microcosm

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## WORLDVIEW

### Special Series: Youth 2000: Education

1. Why is education the key to improving the lives of children? In general, what does education enable an individual to do? Why do you think that 60% of the world's uneducated children are girls?

2. Why are two-thirds of the world's illiterate adults female? Explain how culture and money play a role in depriving girls of an education. How does a society benefit when girls are educated?

3. How does a lack of education make girls second-class citizens? Have students conduct research to learn more about the economic, political and social advantages that education provides to those young people who have access to it, and share their findings. Discuss the problems that all children without access to education face, focusing on the status of uneducated girls. Activists say that a lack of educational opportunity for girls creates an "apartheid of gender." What does this mean? Do students agree or disagree with this label?

**LINKS:**
http://www.oneworld.org/unicef/press_5sept.html
http://www.iadb.org/exr/PRENSA/1998/cp12198e.htm
http://wbln0018.worldbank.org/HDNet/HD.nsf/SectorPages/Education?Opendocument

### China Teens

1. Why do you think the Chinese teens in the video are said to be part of "Generation Zero"? What new things does this generation enjoy? Why does there appear to be such a wide gap between Chinese teens and their parents?

2. When was the current generation of Chinese teenagers born? What was the "Open Door Policy"? How has it changed life for the current generation of young Chinese? According to researcher Sun Yunxiao, what can the older generation of Chinese learn from the young? How does this way of thinking fly in the face of Chinese culture? Why are some education experts worried about this generation of teenagers?

3. How has China changed since the end of the Cold War? Working in small groups, have students research the political, social and economic changes that have occurred in China since the end of the Cold War and present their information to the class. Direct each student to assume the role of a Chinese parent and write a letter to his/her child, explaining how things were different when he/she grew up.

**LINKS:**
http://news.bbc.co.uk/hi/english/special_report/1999/09/99/china_50_years_of_communism/newsid_459
http://www.meetchina.com/
http://search.asiaco.com/China/Society_and_Culture/

**Bangladesh Children**

1. How does 13-year old Idris "carry a burden beyond his years"? Why is Idris the family's main breadwinner? What do Idris and his brother do to earn money? Do they attend school? Explain.

2. Do most Bangladeshi children go to school? Explain. Why does Idris want to get an education? Why is he unable to focus all of his energy on attaining an education?

3. Inform your students that Bangladesh is a very poor country: Its per capita income is only the equivalent of about $390 U.S. dollars per year. Challenge your students to learn more about the economy and political system of Bangladesh. What factors account for the widespread poverty there? Discuss.

**LINKS:**
http://live.altavista.com/scripts/editorial.dll?ei=1633886&ern=y
http://www.bdcom.com/About~1.htm
http://www.bangladesh-web.com/news/

**Taliban Education**

1. Who are the Taliban? For whom does the Taliban provide formal schooling? Where are some of Afghanistan's girls receiving an education? How is the Taliban reacting to these informal schools?

2. What justification does the Taliban offer for giving boys' education a higher priority than girls' education? What signs suggest that this government is changing its attitude towards educating young women? Why do you think this change is taking place?

3. How did the Taliban come into power? What kind of political system have they established? Working in small groups, have students research the recent history of Afghanistan and the Taliban's rise to power. Then have students look-up the term "theocracy" and discuss its meaning. Could one classify Afghanistan's political system as a theocracy? Why or why not? How has the religious basis of this system impacted the status of women in Afghanistan? Have students use their research to write essays on the Taliban and human rights in Afghanistan.

**LINKS:**
http://www.smh.com.au/news/9809/26/text/pageone15.html
http://www.phrusa.org/research/exec.html
http://www.afghan-ie.com/

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**EDITOR'S NOTE:**
Open Door Policy
Confucian culture
tacha
literacy rate
Taliban

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## NEWS CHRONICLE

### Democracy in America: Bush and the Media

1. Who are some of the talents behind the Bush creative team? Where does the team do its work? Who is the subject of the team's positive ads? Who might be a subject of the team's ads, if the campaign were to get nasty?

2. Who is Mark McKinnon? Why is he George W. Bush's "most unlikely adviser"? What was Mark McKinnon doing when George W. Bush first ran for office? What is Mr. McKinnon's political party affiliation? How would you describe his previous campaign ad strategy? Why did he drop out of politics? Why is he back in the political arena, helping George W. Bush?

3. The media campaign is a critical element of the modern political process. Media coverage of a presidential campaign is not under the control of the candidate, but political ads are, because these ads are paid for by the individual campaigns or their parties. Inform your students that there are three basic types of political ads. They are:
    - positive ads, which focus on the candidate and what he/she proposes;
    - negative ads, which focus on the opposition and the downsides of electing that candidate (also called "attack ads"); and
    - contrast ads, which compare the records of the sponsoring candidate to the opposition's records, with a bias towards the sponsoring candidate.

   Divide your students into small groups, and challenge each group to find examples of each kind of ad. Groups may choose to consult the second website below for transcripts of ads for several candidates, or they may monitor television, radio, and print media for political ads. Direct the groups to categorize each ad as either positive, negative, or contrast. Then have each group present a summary of its ads, and identify the category into which each ad fits. After the presentations, compare and contrast the ad strategies used by the candidates.

4. In the video we learn that Mark McKinnon's trademark ad strategy is "accuse your opponent of going negative, then attack." What do your students think of attack ads? Under what circumstances, if ever, would they want to see a candidate engage in negative campaigning? Divide your class into small groups and tell each group to assume the role of media advisers for either the Bush or Gore campaign. Have each group come up with a statement on whether or not attack ads should be used, and if so, under what circumstances and conditions. Have the groups share their statements. Do your students know of any candidates, local or national, who have benefited or lost by engaging in attack ads? If so, explain how the ads impacted the candidate's campaign. What are the risks involved in "going negative"?

**LINKS:**
http://www.usnews.com/usnews/wash/atthigh.htm
http://gwu.edu/%7Eaction/comms.html
http://www.pbs.org/30secondcandidate/
http://usnews.about.com/newsissues/usnews/gi/dynamic/offsite.htm?site=http://washingtonpost.com/wp%
http://usnews.about.com/newsissues/usnews/msub12.htm?iam=dpile&terms=campaign+ads

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**EDITOR'S NOTE:**
media adviser

mantra
"gunslinger"
positive ads

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# CNN NEWSROOM Guide

**August 7, 2000**

**CNN NEWSROOM airs all summer! Partner with colleagues and tape different weeks. You'll have hours of programming when you return from break.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:20... 01:20

**TODAY'S NEWS** ... 00:35...01:55

**Top Story** ... 04:45...06:40
-Wildfires rage in the Western part of the U.S.
-Exposure to wildfire smoke can cause serious health problems.

**In the Headlines** ... 02:40...09:20
George W. Bush rides the wave after winning the GOP presidential nomination.

**DAILY DESK** ... 00:30...09:50

**Environment Desk** ... 02:40...12:30
Fish farms in the eastern U.S. are threatened by the resurgence of once-endangered birds.

**Turner Website Information** ... 00:45...13:15
Information on the CNN NEWSROOM Daily Classroom Guide

**WORLDVIEW** ... 00:35...13:50

**Our Planet: Arctic Refuge and Oil** ... 04:15...18:05
Debate continues over oil drilling in the Arctic National Wildlife Refuge.

**Wild Kingdom** ... 02:45...20:50
The illegal trade of exotic animals is big business in Chile.

**One World Habitat: India Tiger Death** ... 02:45...23:35
Zookeepers in India go to great lengths to protect a white tiger cub.

**India Birds** ... 00:55...24:30
A hospital in New Delhi helps injured birds.

**NEWS CHRONICLE** ... 00:30...25:00

**Our World** ... 02:30...27:30
A new Scouting program offers children of migrant workers unique opportunities.

**CNN NEWSROOM CLOSE** ... 00:30... 28:00

## ----------- CNN NEWSROOM STORIES -----------

## CNN NEWSROOM OPEN

## TODAY'S NEWS

### Top Story: Western Wildfires

1. How many wildfires have occurred in the U.S. this year? What conditions are contributing to the spread of the Western wildfires? Which state is being hit the hardest? Why? What steps are firefighters and the U.S. military taking to prevent the fires from spreading? What signs indicate that the fires may continue until October?

2. The websites below provide maps and satellite images of the Western wildfires. Have students visit the sites and research articles and news reports to plot the spread of the fires. Reproduce maps of the Western states and have students indicate the geographical areas that are threatened by the fires. Ask them to map population centers and topographical features in the affected areas. The maps should include legends to facilitate analysis. Then have students examine their maps to determine the best strategies for preventing the spread of the fires.

3. Are you in the fire zone, and if so, what is the situation in your area? What steps, if any, have you taken to protect yourself and your home from the fire? What is local government doing in your area to help with relief? Do you think these efforts are effective? Why or why not?

4. What types of health problems are associated with exposure to wildfire smoke? Why do you think most physical injuries occur during the clean-up from a wildfire? What measures can people take to protect themselves during and after a wildfire?

5. Have students assess their homes and surrounding areas for potential fire hazards, and identify if their homes are equipped with fire alarms and fire extinguishers. Then, have each student develop a safety plan to protect his/her family from the effects of a potential house fire. Instruct each student to also draw an escape route, and write a protocol that family members should follow during and after a fire. Students should include the name and phone number of a nearby contact person in the event family members are separated during the fire. Have students make copies of their plans and distribute them to their family members.

**LINKS:**
http://www.cnn.com/2000/US/08/06/wildfires/index.html
http://www.cnn.com/2000/US/08/06/wildfires.02/index.html
http://www.osei.noaa.gov/iod.html
http://rockyweb.cr.usgs.gov/wildfire/
http://www.fema.gov/

### In the Headlines: GOP Update

1. Who is the U.S. Democratic presidential candidate? When is he expected to announce his running mate? Who did Republicans officially nominate for president and vice president during the GOP Convention? What were some of the issues that Mr. Bush talked about in his acceptance speech?

2. What were the results of the latest CNN-USA Today Gallup poll? What factors do you think may have influenced the results of this poll? When is the Democratic Convention taking place? In your opinion, how might the Democratic Convention impact the GOP's current standing in the polls?

3. Refer students to newspapers and the websites below to identify the key political issues of the U.S. presidential race. Then, as a class, help students create a form where they can list both the GOP's and the Democratic Party's positions on the key political issues. After students complete the GOP section of the form, have them wait until the Democratic Convention, which takes place in two

weeks, to complete the Democratic Party section. After your class has completed the form, instruct each student to select one of the presidential candidates and write a position paper that explains why he/she selected this candidate.

**LINKS:**
http://www.cnn.com/2000/ALLPOLITICS/stories/08/05/bush.gore.02/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/08/02/convention.wrap/index.html
http://www.cnn.com/ELECTION/2000/resources/rothenberg/gen.elex.html
http://www.washtimes.com/election2000/

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**EDITOR'S NOTE:**
hamlet
flank
plume
irritants
inflammation
chronic
residual
wildfire

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**DAILY DESK**

**Environment Desk: Nuisance Birds**

1. What animals are depleting fish farms of their breeding stock in the eastern U.S.? What caused the cormorant population to significantly decrease prior to 1972? How did the U.S. government address the problem of dwindling cormorants at that time? In what direction are the cormorant's numbers headed now?

2. What do you think would happen if birds such as cormorants have their protected status revoked? Do you think it is possible to protect cormorants and the catfish of catfish farmers simultaneously? Explain. How do you think scientists will apply the results of their technology-driven studies to this problem?

3. There is often conflict between what is beneficial ecologically and what is beneficial economically. The cormorant advocates versus catfish farmers issue is one of the many examples of this type of conflict. Have your students look at past resolutions to ecology versus economy conflicts. Direct each group to answer the following questions about one of the conflicts:
   - What is the conflict?
   - What are the two sides represented in this conflict?
   - What barriers prevented these sides from finding a way to compromise?
   - How was the conflict eventually resolved?

   Have each group present its findings and discuss whether or not the resolution to the conflict was effective. Then, have each group draw upon its research to come up with a solution to the cormorant advocates versus catfish farmers conflict. After groups present their solutions, discuss practicality and viability of each solution.

**LINKS:**
http://www.dec.state.ny.us/website/dfwmr/cormmgt.htm
http://www.orednet.org/~rbayer/salmon/s6_cnt.htm
http://www.ncr.dfo.ca/seal-phoque/reports/study_e/sealstudy.htm
http://www.sweet-home.or.us/forest/owl/index.html

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**EDITOR'S NOTE:**
cormorant

Migratory Bird Treaty Act
DDT
aquaculture
USDA

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**WORLDVIEW**

**Our Planet: Arctic Refuge and Oil**

1. What area in the U.S. is referred to as "America's Serengeti"? Where is this area located? Why is the Arctic National Wildlife Refuge (ANWR) the center of controversy? According to the U.S. Fish and Wildlife Service, what impact would oil and gas development have on the ANWR?

2. Why do you think many congressional members are in favor of opening the refuge to oil drilling? How do Native Americans living in the refuge feel about the proposed drilling? What could President Clinton do to insure that the ANWR is never made available for oil drilling?

3. What do students think about the proposal to open the Arctic National Wildlife Refuge to oil production? Have students work in groups to research both sides of this issue through the following steps:
    1. Divide the class into several groups representing each of these interests: Congressional committee members, consumer advocates, environmentalists, and oil company executives.
    2. Hold a mock hearing before the congressional representatives in which each of the other three groups testifies, first with an opening statement, then answering questions from the representatives on its position on the issue.
    3. At the end of the hearing, have the committee render its recommendation to the full Congress by taking a roll call vote of its members. Have each member state the rationale for his/her vote.

    Conclude with a discussion of the different issues and interests at stake in the question over whether or not to drill for oil in the ANWR. Then poll students to find out whether or not they think President Clinton should declare the ANWR a national monument.

**LINKS:**
http://www.cnn.com/2000/NATURE/07/04/ourplanet.stricker/
http://www.anwr.org/
http://www.wcs.org/
http://www.defenders.org/NPRA-iss.html
http://www.agiweb.org/agi/legis105/npra98.html
http://www.usgs.gov/
http://aurora.ak.blm.gov/npra/default.html

**Wild Kingdom: Chile Sneaking Snakes**

1. How much money is being generated in Chili through the illegal trade of exotic animals? What type of exotic animals are being illegally traded? Why do people smuggle exotic animals? Do you think it is important to preserve animal species? Why or why not?

2. Introduce your class to the concept of the "black market." Then ask students: Why do you think it is so difficult to control the black market for exotic animals? In your opinion, what can be done to deter wildlife traffickers from smuggling and selling endangered animals?

3. Help your students learn more about the efforts that are underway to save exotic animal species from extinction. Have small groups of students investigate some of these initiatives and present their information. Then, as a class, discuss the following questions: What laws and programs are competing with the interests of illegal animal trades? How are these initiatives faring against the

black market? Which programs do students think might have the best chances at success? Why?

4. Have each group choose one initiative aimed at preserving a species and prepare a script for a CNN report on that program, using this video report as their guide. If possible, have groups videotape their reports and show them to the class.

**LINKS:**
http://www.cnn.com/2000/LAW/07/20/monkeymuddle.ap/
http://www.cnn.com/TECH/science/9809/15/smuggling.ring/index.html
http://www.fws.gov/
http://www.usdoj.gov/

**One World Habitat: India Tiger Death**

1. When was the first white tiger captured in India? What steps have been taken to increase the population of this rare breed of tiger? Do you support this effort? Why or why not? What is the status of India's white tiger population? Why has the public's interest in white tigers recently increased? How and why has Shahenshah become a "powerful symbol" for animal lovers across India?

2. What other species of tiger exist and what is being done to protect or save them? Have students work in groups to research the plight of tigers and human efforts to save their species. Have each group report on its findings. Discuss reasons why tigers should be protected and how this can best be done. Then, direct groups to create posters to educate their peers about different aspects of the tiger's plight. Have groups use magazines, computer images, and drawing and painting supplies to create collages that convey their messages.

3. Ask students: Do you think tigers should be kept in zoos? Why or why not? Have students consider whether zoos promote the cause of endangered animals and the humane treatment of animals. Then challenge each student to write a poem that conveys his/her opinion about zoos.

**LINKS:**
http://www.cnn.com/2000/ASIANOW/south/07/16/india.tigers.ap/index.html
http://www.5tigers.org/
http://wild.allindia.com/

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**EDITOR'S NOTE:**
illegal trade
refuge
reserve
Inupiat Eskimos
Chile
India

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**NEWS CHRONICLE**

**Our World: Migrant Boy Scouts**

1. What is a migrant worker? How do the children of migrant workers in San Joaquin Valley, California spend their time during the summer? What opportunities are available for these children through the Cub Scout program at the Harney Lane Camp?

2. Have your class learn more about migrant labor in the U.S. by sending groups of students on an online scavenger hunt to locate the following information:
    1. Why migrant laborers are needed in the U.S.
    2. The migrant labor patterns in the U.S.

3. How these patterns compare to migrant labor patterns in other parts of the world
4. Why many migrant workers in the U.S. are from Mexico
5. The drawbacks of being a migrant laborer
6. The efforts that have been taken to prevent the exploitation of migrants and to improve their working conditions in the U.S.
7. Who was Cesar Chavez, and how he impacted the lives of migrant workers in the U.S.

After students present their findings, ask: Do you think the U.S. government should provide assistance to migrant workers? Why or why not? Next, have each group select a problem currently facing migrant workers and their families who are living in the U.S., such as access to health care and education. Instruct each group to research the issue and propose a way to alleviate the problem. Have groups share their proposals and discuss.

**LINKS:**
http://www.bsa.scouting.org/
http://www.casa-latina.org/
http://www.bennington.edu/users/students/bdeming/webliography.html

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**EDITOR'S NOTE:**
migrant worker
Cub Scouting
farm labor camps

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# CNN NEWSROOM Guide

**August 8, 2000**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:05... 01:05

**TODAY'S NEWS** ... 00:35...01:40

**Top Story** ... 07:25...09:05
-Al Gore names Sen. Joseph Lieberman as his running mate.
-People voice their opinions about a Gore-Lieberman ticket.

**DAILY DESK** ... 00:30...09:35

**Health Desk** ... 03:20...12:55
Americans have become less tolerant of smoking in recent years.

**WORLDVIEW** ... 00:30...13:25

**Inside Africa** ... 05:15...18:40
-International loans help Africans cope with the economic impact of AIDS.
-Traditional healers are being used to treat AIDS in Africa.

**Information Please** ... 02:30...21:10
The Vatican releases text of a once-secret prophecy.

**Check it Out** ... 02:45...23:55
An odoriferous delicacy causes controversy in Hong Kong.

**NEWS CHRONICLE** ... 00:30...24:25

**Democracy in America** ... 03:00...27:25
American politicians have begun to break down political barriers.

**CNN NEWSROOM CLOSE** ... 00:35... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

### Top Story: Gore's Running Mate

1. Who is Joseph Lieberman? Why do you think Al Gore chose him to be his running mate? Why is this choice historic? How have some Israelis and Palestinians responded to Mr. Gore's selection of Sen. Lieberman?

2. What religion does Sen. Lieberman practice? Why do you think the media has emphasized the fact that Sen. Lieberman is an Orthodox Jew? Do you think Sen. Lieberman's religious practices would affect his ability to be vice president? Explain. Do you think religion is an important factor to consider when choosing a president or vice president? Why or why not?

3. What is "anti-Semitism"? Why does it exist? How prevalent is anti-Semitism in the U.S.? Generate a class discussion about the struggle against anti-Semitism in the U.S. and elsewhere in the world. Historically, how has this affected the Jewish experience? Invite students to suggest ways to eliminate lingering prejudice against Jews and other minority groups. How might education play a part in such an effort?

4. To what extent do you think a candidate's character is important to his/her campaign? Why does Mr. Gore want to distance himself from President Clinton? Do you think the Monica Lewinsky scandal will taint people's perceptions of Mr. Gore? Why or why not? Remind students that Sen. Lieberman was one of the first senators to publicly chastise President Clinton for his conduct in the Monica Lewinsky affair. What does this fact reveal about Sen. Lieberman's character?

   Refer students to library resources and their texts to learn about the "coattail effect." (The coattail effect is "the influence that a popular top candidate, such as a president, has on the voters' support of other candidates of his or her party.") Then, ask students: How does Mr. Gore's selection of Sen. Lieberman demonstrate a "reverse" coattail effect? Explain.

5. What factors do presidential candidates consider when selecting a running mate? Have students examine political, geographic, professional, and personal factors, and why they are important to the vice presidential selection process. (Personal factors include intangibles that influence whether an individual is "electable.")

   After your class has considered these factors, have each student write an analysis of Mr. Gore's choice for a vice presidential running mate. Instruct students to determine the factors that influenced Mr. Gore's decision, and whether or not they agree with his choice of candidate. Have students share their essays and discuss whether or not Sen. Lieberman will prove to be an asset to the Democratic presidential campaign.

**LINKS:**
http://www.cnn.com/2000/ALLPOLITICS/stories/08/07/gore.lieberman/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/08/07/lieberman8_7.a.tm/index.html
http://www.cnn.com/ELECTION/2000/
http://www.cnn.com/2000/ALLPOLITICS/stories/08/07/lieberman[illegible]io/index.html
http://www.adl.org/

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**EDITOR'S NOTE:**
Orthodox Jew
Sabbath
Joseph Lieberman
Connecticut
Al Gore

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**DAILY DESK**

**Health Desk: No Smoking USA**

1. Which U.S. state was the first to launch an anti-smoking crusade? How have Americans' attitudes about smoking changed during the last 20 years? How has the American tobacco industry been affected by anti-smoking crusades? What are some examples of anti-smoking legislation? What is your opinion of these laws?

2. How does smoking affect a person's health? Why is smoking a public health issue? How do you feel about smoking and people who smoke? Do you think teenagers and adults have different attitudes about smoking? Explain. Why do people smoke, even though they might be aware of the associated health risks?

3. Refer students to old movies, magazines and television shows to identify how smoking has been portrayed in the media during the last forty years. Next, instruct each student to interview an adult who is over the age of 40. Have students ask:
    1. Has your attitude toward smoking changed? Why or why not?
    2. Do you think attitudes about smoking have changed in America during the last 40 years? If so, how and why?
    3. How do you feel about smoking and people who smoke?
    4. How do you think Americans will feel about smoking ten years from now?

   Have students write reports of their findings. After students present their reports to the class, have them consider how Americans' attitudes about other social behaviors that affect personal health, such as drinking alcohol, have changed in recent years.

**LINKS:**
http://www.tobaccofreekids.org/
http://kickbutt.org/
http://www.tobaccofacts.org/
http://cnn.com/US/9705/tobacco/
http://www.cdc.gov/

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**EDITOR'S NOTE:**
crusade
cigarette tax
tobacco industry
addictive

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**WORLDVIEW**

**Inside Africa: Africa AIDS**

1. How many Africans died from AIDS in 1999? How many African children under the age of 15 are orphans? What is the goal of the Foundation for International Community Assistance (FINCA)? How do poverty and African gender roles contribute to the spread of HIV? Do you think these loans will help stop the spread of HIV? Explain.

2. According to a White House report released last year, "40 million African children will be orphaned by AIDS in the next decade." What are the possible social, economic and political consequences of this fact? What difficulties do you think Africa's orphans will encounter during their childhoods?

3. According to UNAIDS, "95% of HIV sufferers live in poor countries." Why do you think this is so? Have students discuss how access to HIV medications and treatment differs between Africans and Americans. Then divide your class into two groups to debate whether or not the U.S. Congress should allocate an additional $50 million to fund microcredit loan programs in Africa. To help guide students in their research, have them consider the current and future impact of Africa's AIDS

epidemic on the international community.

4. Generate a class discussion about HIV, the virus that causes AIDS, and how it is different from a bacterial infection. Then have students work in groups to conduct research on viruses and bacteria. Direct each group to create a graphic that compares viruses and bacteria and the treatment of diseases caused by each. Have groups share their findings. When confronting epidemics in the past, humans have been able to devise vaccines and cures for bacterial diseases. In spite of advancements in technology and medicine, the battle against AIDS appears to be extremely tough. Why do students think this is so?

5. How do the practices of African traditional healers differ from Western medicine? What is the role of traditional healers in dealing with Africa's AIDS epidemic? What are some of the benefits and drawbacks of the traditional healers' practices? What is your opinion of using traditional health practices to treat AIDS patients?

6. Why do you think South Africa's traditional healers are trying to get official government recognition? Why is South Africa's government reluctant to recognize the traditional healers? Do you think the government should regulate traditional healing practices? Why or why not? Have each student write a letter to President Thabo Mbeki that reflects his/her position on whether the South African government should recognize traditional healers. Have students share their papers and discuss.

**LINKS:**
http://www.cnn.com/2000/HEALTH/AIDS/07/03/Aids.africa/index.html
http://www.cnn.com/2000/HEALTH/AIDS/02/17/aids.africa/index.html
http://www.unaids.org/
http://www.who.org/
http://www.cdc.gov/hiv/dhap.htm
http://www.who.int/inf-fs/en/fact134.html
http://nccam.nih.gov/

**Information Please: Vatican Third Secret**

1. Where is Fatima located? What is the "third secret of Fatima"? Why did Pope John Paul II reveal this closely guarded prophecy? Who is Sister Lucia? According to Sister Lucia, what are the first and second prophecies? Why is the third secret of Fatima significant to the Catholic Church? What is your opinion of the prophecy?

2. In his commentary regarding the pope's interpretation of the third secret of Fatima, Cardinal Joseph Ratzinger stated that, "There is no immutable destiny, that faith and prayer are forces which can influence history and that in the end prayer is more powerful than bullets and faith more powerful than armies." What do you think Cardinal Ratzinger means? Do you agree with the cardinal's assertion? Why or why not?

3. Challenge students to investigate the significance of prayer and prophecies in other religions. Have students compare and contrast their findings. Then ask students to consider the differences between prayer and meditation. What benefits might be derived from these practices?

**LINKS:**
http://www.cnn.com/2000/WORLD/europe/06/26/pope.fatima.03/index.html#3
http://www.cnn.com/2000/WORLD/europe/06/26/pope.fatima.03/vatican.fatima.html
http://www.vatican.va/
http://people.morehead-st.edu/fs/t.pitts/mainmenu.htm

**Check it Out: Stinky Bean Curd**

1. What is "chou doufu"? In which country is chou doufu considered a delicacy? To what extent is

pollution a problem in Hong Kong? Why did the Hong Kong courts fine Mr. and Mrs. Mo? Do you agree with the Hong Kong Court's decision to fine Mr. and Mrs. Mo? Why or why not? In your opinion, should Mr. and Mrs. Mo continue to run their business? Explain.

2. Refer students to multimedia resources to learn about the programs and laws that exist in your country to curtail and prevent air pollution. Then, invite an environmental lawyer to talk to your class about air pollution laws, and whether corporations, government agencies and individuals are held to the same legal standards. Ask the speaker to address how politics and access to financial resources might influence the outcome of a case.

**LINKS:**
http://www.epa.gov/oar/oarhome.html
http://www.environmentallawnet.com/compliance.html

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**EDITOR'S NOTE:**
pandemic
FINCA
virology lab
theologians
fermented
bean curd

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**NEWS CHRONICLE**

**Democracy in America: Political Firsts**

1. What type of cultural barriers exist in American politics? Why do they exist? How did Al Smith, John Kennedy, and Geraldine Ferraro break down some of these barriers?
2. How and why did religion impact President Kennedy's presidential race? What might Sen. Lieberman learn from the way that President Kennedy dealt with the issue of his religious beliefs during his presidential race?
3. Help students identify local and national politicians who have broken down cultural barriers. What personal and professional difficulties did these individuals encounter? What contributions have they made to American politics and American society? In what way do their actions reflect democratic ideals? What social changes have enabled cultural diversity to exist in American politics today?

**LINKS:**
http://www.whitehouse.gov/WH/glimpse/presidents/html/presidents.html
http://www.ipl.org/ref/POTUS/
http://encarta.msn.com/find/Concise.asp?ti=047F2000
http://members.tripod.com/gpf/history.html

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**EDITOR'S NOTE:**
Catholic
presidental race
Geraldine Ferraro
John Kennedy
Al Smith

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# CNN NEWSROOM Guide

**August 9, 2000**

**Biography docudramas are available FREE on Turner Classic Movies. Enroll in TCM BY THE BOOK: LIVES ON FILM by faxing your name, school address and phone number to TCM at 770-739-7085.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:00... 01:00

**TODAY'S NEWS** ... 00:30...01:30

**Top Story** ... 03:40...05:10
Chile's Supreme Court lifts Gen. Augusto Pinochet's immunity.

**In the Headlines** ... 02:05...07:15
United Airlines and Verizon Communications are each in the midst of labor disputes.

**DAILY DESK** ... 00:30...07:45

**Business Desk** ... 02:35...10:20
Self-serve check-outs may be the wave of the near future at supermarkets.

**WORLDVIEW** ... 00:25...10:45

**Top of the World** ... 03:15...14:00
Unlike Americans, Italians are used to expensive gasoline.

**Taking Care of Business** ... 03:05...17:05
Cuban doctors are seeking better opportunities abroad.

**More Cuba: Cuban Refrigerators** ... 02:30...19:35
Cuba establishes a plan to retire its antiquated refrigerators.

**Inside Asia** ... 02:10...21:45
Financial problems may shut down Bangladesh's floating hotels.

**NEWS CHRONICLE** ... 00:30...22:15

**Democracy in America** ... 02:20...24:35
The Reform Party prepares for its National Convention.

**Student Bureau** ... 03:00...27:35
Race car driver Sarah Fisher is breaking gender barriers.

**CNN NEWSROOM CLOSE** ... 00:25... 28:00

## ----------- CNN NEWSROOM STORIES ------------

## CNN NEWSROOM OPEN

## TODAY'S NEWS

### Top Story: Pinochet

1. Who is Augusto Pinochet? What allegations against him have made him the subject of international controversy? What recent ruling did Chile's Supreme Court make regarding General Pinochet's case? Why is this ruling significant? Why is a quick trial unlikely? What is your opinion of the Supreme Court's decision?

2. As a class, review the social and political factors that led to Gen. Pinochet's rise to power and his political demise. Have students create a timeline of the most significant events. After students complete the timeline, ask: What is immunity? Why do you think that heads of state have historically been granted immunity? Do you think the British should have allowed Gen. Pinochet to be extradited to their country? Why or why not? Why was the campaign to extradite Gen. Pinochet to Spain politically significant? Do you agree with Britain's decision to send Gen. Pinochet back to Chile? Explain.

3. Point out to students that according to political analysts, "legal action against Gen. Pinochet became more of an option with the election of Ricardo Lagos as president earlier this year. When Mr. Lagos won the presidency, he said he would try to 'show the world that this is a democratic country where power is in the hands of authorities, elected by the people, and where the armed forces are obedient.'" Have students identify how Chile has changed since Gen. Pinochet left office in 1990. What is the current state of civil rights in Chile? Is the nation a true democracy? Explain. Do you think that Chile should bring Gen. Pinochet to trial? Why or why not?

**LINKS:**
http://www.cnn.com/2000/WORLD/americas/08/08/chile.pinochet.03/index.html
http://www.cnn.com/interactive/specials/0008/pinochet.stories/frameset.exclude.html
http://www.chipnews.cl/news/2000/08/08/n1.asp
http://www.hrw.org/hrw/campaigns/chile98/index.htm
http://www.localaccess.com/chappell/chile/

### In the Headlines: Labor Disputes

1. Which companies merged to create Verizon Communications? How many workers at Verizon Communications are on strike? Why are they striking? How has the strike affected consumers, employees and the company's quarterly earnings?

2. Why are United Airlines' pilots calling in sick and refusing to work overtime? How are labor disputes affecting United Airlines and its passengers? What factors might force management and labor at United Airlines to expedite a resolution?

3. Inform students that strikes affect everything from individual consumers to global trade. Have students brainstorm a list of strikes that have occurred in their country over the last couple of years. Ask students to research the strikes to determine how they impacted citizens, and how they were finally resolved. Then, instruct students to investigate the history and impact of the labor disputes at either Verizon Communications or United Airlines. After students discuss their findings, have them consider whether striking is the best way for labor and management at Verizon Communications and United Airlines to resolve their disputes.

**LINKS:**
http://cnnfn.com/2000/08/08/companies/verizon_strike/index.htm
http://www.verizon.com/

http://www.cwa-union.org/
http://www.cnn.com/2000/TRAVEL/NEWS/08/08/united.cancellations.ap/index.html

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**EDITOR'S NOTE:**
immunity
sojourn
lobby
Augusto Pinochet
Chile
buyer's strike
Verizon
United Airlines

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## DAILY DESK

### Business Desk: Self-Scanners

1. What is the largest retail business in the U.S.? What do customers feel is the worst part of food shopping? Do you agree or disagree? Why? Why are some supermarkets installing self-scanners in their stores? How do the self-scanners work?

2. What are some benefits of self-scanners at store check-outs? Are there any downsides? Explain. Given a choice between a self-scanning check-out and a conventional check-out at your local grocery store, which would you choose? Why?

3. Invite a local business owner who uses customer self-service to discuss its benefits and downsides. Does the practice save on labor costs? Does the business owner rely on scanners or similar technology? If so, is this technology cost-effective? Is it dependable? How do his/her customers feel about self-service? At the end of the presentation, survey students to find out how many are willing to sacrifice personal service for time and convenience. Is technological self-service the wave of the future? Discuss.

4. Generate a class discussion about the categories of overhead costs involved in operating a typical grocery store, then have students consult the second website below for a chart of these expenses. Divide the class into small groups. Tell members of each group to pretend they are local grocery store owners who are trying to beat the competition by providing the best possible shopping experience for their customers. Each group is to come up with a list of ways to improve the grocery shopping experience, and share its list with the class. Refer groups back to the list of operating costs: How might improving the shopping experience impact the store's bottom line? Do students think their ideas for shopper comfort, convenience and service make good business sense? Why or why not?

   **EXTENSION:** Discuss how the self-scanning systems could impact the operating costs of a typical supermarket, both positively and negatively, among different cost categories.

**LINKS:**
http://www.fmi.org/facts_figs/keyfacts/number.html
http://www.fmi.org/facts_figs/keyfacts/super.html
http://www.fmi.org/facts_figs/keyfacts/grcryexpenses.htm
http://www.fmi.org/facts_figs/glossary_search.cfm?search=Yes&letter=S
http://www.fmi.org/e_business/

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**EDITOR'S NOTE:**
self-scanners
express line

automation

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## WORLDVIEW

### Top of the World: Italy Gas Prices

1. How does the price of gas in Rome compare to the price of gas in your community? Why is Italian gas so expensive? How has the high cost of gas affected Italian drivers?

2. What are the differences between American and Italian attitudes about cars and rising gas prices? Why do you think these differences exist? In your opinion, what are the economic and environmental benefits and drawbacks of using cars?

3. Refer students to the first website below, travel agents, and library resources to learn about Italy and the modes of transportation that are available within the country. Then, challenge pairs of students to plan a tour of an Italian city or region, using modes of transportation other than a car. After students present their ideas, ask: Does a tourist need a car to appreciate the sights of Italy? How have automobiles affected the infrastructure and historical integrity of Italy? Why do you think many Italians think it is necessary to own a car? Do you agree with their point of view? Why or why not?

4. Challenge students to determine how much they would pay in gasoline per year to drive their favorite cars. Have students locate the fuel economy for city and highway driving of some of their favorite cars. Then direct each student to consult the Auto Gas Cost Calculator at the last website below, plug in the appropriate numbers (including the local average price of gas per gallon), and retrieve the calculated costs of fuel for one, three and five years. Share student findings for the different makes and models they have chosen. Were students surprised at what they would pay for a year's worth of gasoline at the current price? What would they be willing to do to reduce this cost? Discuss.

**LINKS:**
http://travel.lycos.com/Destinations/Europe/Italy/
http://cnn.com/SPECIALS/2000/oil.prices/
http://www.forbes.com/tool/toolbox/calc/autogascostcalc.asp

### Taking Care of Business: Cuban Doctors Leaving

1. How many doctors per capita are there in Cuba? Why are many Cuban medical professionals seeking opportunities abroad? How have the governments of Zimbabwe and Cuba responded to Dr. Cordova's request for political asylum in Zimbabwe? How has the Cuban government reacted to the exodus of its doctors? Do you agree with the Cuban government's response? Why or why not?

2. According to the video, why is Cuba's economic system "distorted"? What is Cuba's form of government? Have students work in groups to learn more about Cuba's political and economic systems under Fidel Castro. Instruct students to identify the reason for the U.S. embargo against Cuba, and its impact on Cuba's citizens, as well as how Cuba was affected by the collapse of the Soviet Union. In your opinion, what does the future hold for Cuba's economy?

3. Why do people become doctors? To help students better understand the issues confronting Cuban doctors and the Cuban government, have students research the following questions:
   - What are some of the differences between private and socialized medicine?
   - What type of training is required to become a general practitioner of medicine in Cuba?
   - How do the expenses of studying and practicing medicine in Cuba differ from those in other countries, such as the U.S.?

- How do the salaries for Cuban doctors compare to doctors' salaries in other countries?

After students present their findings, have them debate whether or not Dr. Cordova should be granted political asylum. Prior to the debate, have students clarify the criteria for political asylum. Also, instruct students to consider the political and social ramifications of granting asylum to Dr. Cordova.

**LINKS:**
http://www.cubaweb.cu/Cub_ing/index.asp
http://www.infoplease.com/ipa/A0107443.html
http://www.hartford-hwp.com/archives/43b/index-c.html
http://www.ins.usdoj.gov/graphics/index.htm

### More Cuba: Cuban Refrigerators

1. Why are there still over 500,000 old refrigerators in circulation in Cuba? What environmental hazards are associated with these refrigerators? How is the Cuban government addressing this problem? Do you think this solution will be effective? Why or why not?

2. How does Cuba's economic system differ from a free-market system? What factors have contributed to Cuba's current economic difficulties? How does access to goods in Cuba differ from other countries? Why?

3. How does Cuba's refrigerator problem affect the global community? In your opinion, should Cuban citizens be forced to give up their old refrigerators? Why or why not? Have students consider whether or not other countries, including the U.S., should help Cuba resolve its refrigerator problem. Group students. Challenge each group to develop a strategy that would enable Cubans to replace their antiquated refrigerators. Have groups share their ideas and discuss the benefits and drawbacks of each plan.

**LINKS:**
http://www.cnn.com/2000/WORLD/americas/07/05/cuba.refrigerators/
http://www.edisonathome.com/homescd/save/scesave/refrige.htm

### Inside Asia: Floating Hotels

1. Where is Bangladesh located? How do the floating hotels in Bangladesh differ from similar hotels in other countries? Why are the floating hotels in Bangladesh important to their clientele? Why are hotel owners asking the government of Bangladesh to subsidize their businesses?

2. What are the challenges of running a small business? Why do you think small businesses are often hard-hit during tough economic times? What are the benefits and risks associated with subsidizing small businesses?

3. Have students locate the nation of Bangladesh on a world map. Ask them what they know about this country, its geography, government and economy. Next, group students and have them conduct research to learn about the different types of small businesses that exist in Bangladesh. After groups present their findings, ask students to identify which types of small businesses are the most successful and why. Then, have your students debate whether or not the government of Bangladesh should provide grants or loans to subsidize the floating hotels.

**LINKS:**
http://www.virtualbangladesh.com/bd_contents.html
http://www.bangladesh.com/
http://www.bangladesh-parliament.org/
http://www.usaid.gov/countries/bd.html
http://www.sbaonline.sba.gov/

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**EDITOR'S NOTE:**
lira
pesos
subsidize
political asylum
freon
ozone
migrant
Che Guevara

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**NEWS CHRONICLE**

**Democracy in America: Reform Party Conventions**

1. What is the Reform Party? Who founded the Reform Party, and how does it differ from the Democratic Party and the GOP? Why are some members of the Reform Party disenchanted with the party? What is the purpose of the Reform Party National Convention? Do you think the convention will be successful? Why or why not?

2. Direct students to the fourth website below to learn more about the evolution of the Reform Party and the party's presidential nominees. Next, have small groups of students prepare presentations about the nominees' backgrounds, political views, and their contributions to the Reform Party. After students present their information, poll them to find out who they would select as the Reform Party's presidential candidate. Then, have students discuss whether or not they agree with Governor Jesse Ventura's assertion that the Reform Party is "hopelessly dysfunctional."

3. Refer students to multimedia resources, including the last website below, to research the Reform Party's key issues, including health care, education, taxes, and the environment. Then, divide your class into groups. Have each group prepare a presentation about how these issues are affecting young people. After the presentations, have students discuss whether or not they agree with the Reform Party's positions. How do the Reform Party's positions differ from the GOP's and the Democratic Party's positions on these issues?

**LINKS:**
http://cnn.com/ELECTION/2000/
http://www.reformparty.org/
http://www.reformparty.org/convention2000/
http://www.reformparty.org/candidates2000/presidential/index.htm
http://reformparty.org/principles/platform1997/constitutional-principles.html

**Student Bureau: Sarah Fisher**

1. Who was the first woman to compete in the Indianapolis 500? Who is Sarah Fisher, and what are some of her accomplishments in the sport of auto racing? Why do you think there are so few women in auto racing?

2. Poll your students: How many students think it is inappropriate for females to be race car drivers? Of those that find it unacceptable, why do they feel this way? Use the news story as an opportunity to discuss changing gender roles and the meaning of equality between the sexes.

3. Refer students to the websites below to learn more about the history of auto racing and Janet Guthrie's contribution to the sport. Instruct students to identify the barriers that Ms. Guthrie encountered during her racing career, and whether or not these barriers still exist. Then, ask students: How might Sarah Fisher benefit from Ms. Guthrie's contributions to the field of professional auto racing?

4. As a class, have students brainstorm a list of noted female athletes. Group students. Have each group refer to multimedia resources to prepare a presentation about one of the female athletes. Direct each group to consider this person's athletic accomplishments, any personal and societal obstacles that she may have encountered, and how the athlete impacted her sport and society. Following the presentations, have students compare and contrast these female athletes to their male counterparts. Is there a difference between the attributes and skills that enabled these men and women to become successful athletes? Explain.

**LINKS:**
http://www.sarahfisher.com/
http://www.sarahfisher.com/links.htm
http://fiat.gslis.utexas.edu/~lewisa/multisport.html
http://www.feminist.org/sports/sports.html
http://women.eb.com/women/articles/Guthrie_Janet.html
http://www.wslegends.com/speakers_janet_guthrie.htm

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**EDITOR'S NOTE:**
Janet Guthrie
Indy 500
race car driver
Sarah Fisher
gender barrier

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# CNN NEWSROOM Guide

**August 10, 2000**

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## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:20... 01:20

**TODAY'S NEWS** ... 00:45...02:05

**Top Story** ... 03:40...05:45
Researchers build a DNA motor that may lead to faster computer chips.

**In the Headlines** ... 02:00...07:45
Firestone voluntarily recalls more than six million tires.

**DAILY DESK** ... 00:40...08:25

**Science Desk** ... 02:40...11:05
Wiffle balls continue to add fun to applied physics.

**WORLDVIEW** ... 00:35...11:40

**Communication Transformation: Cell Phone Jacket** ... 02:40...14:20
Cell phone jackets may soon become a fashion trend.

**Culture Watch** ... 03:30...17:50
After 16 years, Stonehenge is open to the public.

**Inside North America** ... 04:00...21:50
Lama Surya Das promotes a unique spiritual vision that is rooted in Buddhism.

**NEWS CHRONICLE** ... 00:35...22:25

**Our World** ... 02:40...25:05
Cyber summer camps are getting kids interested in technology.

**Student Bureau** ... 02:25...27:30
Young athletes are using creatine to enhance their performances.

**CNN NEWSROOM CLOSE** ... 00:30... 28:00

## ----------- CNN NEWSROOM STORIES -----------

**CNN NEWSROOM OPEN**

## TODAY'S NEWS

### Top Story: Fish "N" Chips

1. What is DNA? How are scientists at Lucent Technologies using salmon DNA to enhance computers? What are the similarities and differences between the way DNA and computer microprocessors function?
2. What is "Moore's Law"? In what way is this principle significant to the evolution of chemical technology? How long do researchers think it will take before molecular switches are able to be used in a commercial application? Do you think chemical machines will make silicon technology obsolete? Why or why not?
3. Why do you think so much research is being done to make computers smaller and faster? Point out to students that at the present rate of advancement, silicon technology presents barriers in terms of how small and fast computers can be. However, chemical technology is enabling scientists to go beyond these barriers.

   Refer students to online resources, including the links below, to learn more about chemical technology. Next, inform students that in recent years, breakthroughs in silicon technologies have enabled machines, such as the nuclear bomb lock, to be created at the microscopic level. Have your students investigate the similarities and differences between chemical technology and micromachines and nanotechnology. Then, challenge groups of students to consider how chemical technology might be used 20 years from now in areas such as health and the environment. After students present their ideas, have them identify the benefits and drawbacks of chemical technology.

**LINKS:**
http://www.cnn.com/2000/TECH/computing/08/09/dna/index.html
http://www.nanocentral.com/nanosci/medtech/nsmedtech.html
http://nanozine.com/WHATNANO.HTM
http://micromachines.com/whereare.html

### In the Headlines: Firestone Recall

1. Why has Firestone voluntarily recalled 6.5 million tires? To which types of vehicles does the tire recall apply? What do you think Firestone stands to lose if it is found to be responsible for the accidents? Do you think the voluntary recall will exempt Firestone from liability? Explain.
2. What is "liability"? Have students consider the issue of liability as it relates to driving an automobile. What responsibilities (duties) do drivers have toward others? Invite an attorney to your class to talk about liability, and the different ways that drivers can avoid incurring liability. After the discussion, ask students: Do you think teenage drivers should be held to the same liability standards as adult drivers? Why or why not?

**LINKS:**
http://www.cnn.com/cnnfn/2000/08/09/recalls/q_tirerecall/
http://www.nhtsa.dot.gov/
http://www.cpsc.gov/indexitems.html
http://www.tisc.org/

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**EDITOR'S NOTE:**
DNA
cloning
Human Genome Project

semiconductors
transistor
chip
silicon
chemical technology

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**DAILY DESK**

**Science Desk: Wiffle Ball Physics**

1. According to the story, what causes a Wiffle ball to curve? From where does its name come? How similar are today's Wiffle balls to the first ones produced 47 years ago?

2. What scientific force causes Wiffle balls to curve? For whom is this force named? What other sports do you think use Magnus force? Explain. How many holes do Wiffle balls have? Why?

3. In the story, David Mullany says there are eight holes in a Wiffle ball because his father and grandfather found that eight holes made the ball curve the most. Have your students test this statement scientifically by doing the following experiment:
   1. Purchase solid (hard) plastic balls of various diameters, making sure to have at least three balls of each diameter. Most dollar stores have these in abundance.
   2. Working in small groups, have students draw evenly distributed ½ inch diameter circles on one set of balls such that the first ball has four circles, the second ball eight circles, and the third ball twelve circles.
   3. Have a parent or local business that owns a drill press drill ½ inch holes in the balls where the students drew their circles. **Note: As with all uses of this machinery, proper safety precautions should be taken.**
   4. Have each group place a twenty foot straight line of tape on the classroom floor, or draw a straight line using chalk on concrete or asphalt.
   5. Have one student in each group throw each of the three balls five times. The balls should be thrown at as similar a velocity as possible using a gentle side spin. A normal throwing release should produce this effect.
   6. For each throw, have the remaining members of the group mark and record how far forward on the tape the ball goes and how far to the side it ends up. If velocities are similar, a ball that curves more will curve at a faster rate (sooner) and a ball that curves less will curve at a slower rate (later).
   7. Have students examine their results and state whether or not their test supported David Mullany's statement.

   Discuss the different forces at work in throwing a Wiffle ball and have students infer why their results came out the way they did. Look for variations in results and hypothesize what accounted for individual differences.

**LINKS:**
http://www.wiffle.com/
http://carini.physics.indiana.edu/E105/texture.html
http://www.madsci.org/posts/archives/aug97/866552708.Ph.r.html
http://math.ucr.edu/home/baez/physics/golf.html

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**EDITOR'S NOTE:**
Wiffle ball

Magnus force
physics

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## WORLDVIEW

### Communication Transformation: Cell Phone Jacket

1. Why do you think cell phones are so popular? How does the cell phone jacket work? Who developed this concept? What is the "ultimate goal" for wireless technology researchers? Do you think the cell phone jacket will be commercially successful? Why or why not?

2. What types of wireless technologies are available to consumers? Point out to students that the cell phone jacket is one example of how wireless technologies are being integrated into our daily lives. Direct students to conduct research to learn about other ways that wireless technologies are being, or will be, integrated into our daily lives. For example, in the future, phones will be adapted for kitchen appliances. Have students share their information and discuss whether or not these technological advances are necessary and beneficial.

   **EXTENSION:** Challenge pairs of students to think of a way that wireless technology could be integrated into young peoples' environments or products to enhance the lives of kids. Have students prepare formal presentations, using visual aids to illustrate their concepts.

**LINKS:**
http://www.cnn.com/STYLE/fashion/9910/25/phone.fashion.ap/index.html
http://www.idg.net/go.cgi?id=165585
http://www.qualcomm.com/

### Culture Watch: Britain Stonehenge

1. What is Stonehenge? Where is it located? Why was Stonehenge closed to the public for 16 years? Why is Stonehenge considered one of the Earth's mysteries? Who are the Druids? Why do many Druids believe Stonehenge is a sacred place?

2. Historians estimate that the original Stonehenge, found in England, was built in three phases. The initial building probably began around 1900 B.C. It wasn't until the year 1740, however, that Dr. William Stukeley was the first to suggest that the stones were astronomically aligned. Help your students to research more facts about Stonehenge and have them share their findings in a class discussion.

3. Divide your class into small groups. Challenge each group to research and prepare a presentation about another mysterious place like Stonehenge. After students share their information, ask: Why do these "mysteries of history" fascinate us?

**LINKS:**
http://www.cnn.com/2000/WORLD/europe/06/21/stonehenge.druids/
http://www.activemind.com/Mysterious/Topics/Stonehenge/index.html
http://www.britannia.com/wonder/earth/thehenge.html
http://www.mysteriousplaces.com/stonehenge/index.html
http://www.mysteriousplaces.com/

### Inside North America: Long Island Lama

1. What distinction does Jeffrey Miller hold among Tibetan Buddhists? Why did he study Buddhism in Tibet? What is Mr. Miller's Buddhist name? What is the current focus of Surya Das's work?

2. Refer students to the websites below to learn about Buddhism and the history of Tibet. Then as a class, discuss the similarities and differences between Tibetan and American cultures. Ask students: How do the spiritual and religious landscapes of America and Tibet differ? In your opinion, how did Surya Das's American upbringing influence his understanding and practice of Buddhism? What do you think Surya Das meant when he said that the "cross-fertilization" that exists in America is a

"real opportunity" to build personal spirituality?

3. According to Surya Das, what is "the spirit"? What is the correlation between the spirit and religion? What are the benefits and drawbacks of traditional religious structures? Do you agree with Surya Das's assertions? Why or why not?

4. Ask students to write essays that explore the significance of personal spirituality. To help students organize their ideas, instruct them to consider:
    - how spirituality differs from religion.
    - why people's religions and levels of spirituality differ.
    - how spirituality and religion have influenced contemporary culture.
    - whether it is important to have a sense of spirituality.
    - whether it is important to practice a religion.

   After students share their essays, have them discuss why many people, like Surya Das, search for the meaning of life, and how exploring personal spirituality is important to this process.

**LINKS:**
http://www.ualberta.ca/~slis/guides/religion/buddhism.htm
http://www.tibet.com/Buddhism/index.html
http://www.tibet.com/
http://www.nobel.se/peace/laureates/1989/lama-bio.html
http://people.morehead-st.edu/fs/t.pitts/mainmenu.htm

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**EDITOR'S NOTE:**
ubiquitous
solstice
druids
mystics
melting pot
dilettante

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**NEWS CHRONICLE**

**Our World: Cybercamp**

1. How are Cybercamps different from traditional summer camps? Where are the Cybercamps located? How much does it cost to attend the camps? Do you think this is a reasonable price? Why or why not?

2. Why do you think Cybercamps are so popular? If your students have attended a Cybercamp, ask them to share their experiences. Would you be interested in participating in a Cybercamp? Why or why not?

3. Pose the following questions to your class: Do you think it is important for kids to learn about technology? Explain. How might the skills that kids develop at a Cybercamp benefit them in the future? Following the discussion, divide your class into small groups, and challenge each group to devise a "camp activity" that is aimed at getting kids interested in computer technology. Each group should make a multimedia presentation in which they guide the rest of the class through the activity. After the presentations, have students critique the effectiveness of the activities in written reports.

**LINKS:**
http://www.cybercamps.com/
http://www.yahooligans.com/

**Student Bureau: Creatine/NCAA**

1. What is creatine? Why do some athletes use it? What is the American College of Sports Medicine's position on the use of creatine? What legislation did the National Collegiate Athletic Association pass regarding creatine? Do you agree with the NCAA's policy? Why or why not?
2. Do you think that American culture promotes performance-enhancing supplement and drug use among athletes? State your rationale. Have students investigate the similarities and differences between anabolic steroids and creatine. Why do you think anabolic steroids are banned at nearly every level of sports competition? Do you think creatine should also be banned? Why or why not? Why do you think some young athletes are taking these substances? What do you think it will take to get young athletes to stop using performance-enhancing substances?
3. Have students work in groups to learn more about the negative effects of anabolic steroids and creatine and share their information. As a class project, combine and edit the students' information into a brochure or fact sheet on the dangers of creatine and anabolic steroid use, and offer it to your school's coaches as a reference for their athletes.

**LINKS:**
http://my.webmd.com/content/asset/cp_drug_743
http://www.mayohealth.org/mayo/9811/htm/muscle.htm
http://www.mayohealth.org/mayo/9409/htm/steriods.htm
http://www.acsm.org/
http://www.ncaa.org/

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**EDITOR'S NOTE:**
infrared sensors
technology
creatine
NCAA
American College of Sports Medicine

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# CNN NEWSROOM Guide

**August 11, 2000**

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## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:20... 01:20

**TODAY'S NEWS** ... 00:45...02:05

**Top Story** ... 02:45...04:50
Deploying a U.S. missile defense system might accelerate China's nuclear arms buildup.

**In the Headlines** ... 02:50...07:40
During the last century figherfighting techniques have radically changed.

**DAILY DESK** ... 00:45...08:25

**Editor's Desk** ... 02:50...11:15
While *The Patriot* has been a box office hit, many criticize its authenticity.

**WORLDVIEW** ... 00:45...12:00

**Artistry in Action** ... 03:45...15:45
Aardman Animations is a leader in the animation industry.

**Culture Watch** ... 03:05...18:50
An online rap dictionary causes controversy.

**Inside Europe** ... 03:40...22:30
The movie "Gladiator" renews interest in the deadly sport.

**NEWS CHRONICLE** ... 00:45...23:15

**Democracy in America** ... 04:00...27:15
Los Angeles authorities prepare for the Democratic National Convention.

**CNN NEWSROOM CLOSE** ... 00:45... 28:00

## ----------- CNN NEWSROOM STORIES -----------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

### Top Story: Missile Alarm

1. What would be the purpose of a U.S. missile defense system? What predictions were outlined in the new U.S. intelligence report? Why do you think China and Russia oppose a U.S. missile defense system? Do you think the plan could cause a "rift" between the U.S. and its European allies? Explain.

2. Have students refer to multimedia resources, including the last website listed below, to learn about the evolution of U.S.-China relations during the last decade. Ask students: Why do you think China is modernizing its missile force? Do you think there is reason to be concerned about this action? Why or why not? How might the missile defense system issue affect relations between the U.S. and China?

3. Assist your students in conducting research to find out which nations currently have nuclear weapons and which are believed to be developing them. On a large world map, have students mark the nuclear "haves" with a red symbol and the nuclear "will haves" in yellow. Review the coded map and point out any regions of the world that are in conflict, such as India and Pakistan, and any potential hot spots, such as the Middle East. What troubled areas of the world are also home to countries that have or are developing nuclear weapons? Which nations pose a nuclear threat to the U.S.? Why?

4. In the video we are told that deployment of a U.S. missile defense program might fuel an Asian nuclear arms race. Have students conduct research to write position papers in support of, or in opposition to, this assertion. After students present their papers, ask: Do you think the U.S. should deploy its missile defense program? State your rationale.

**LINKS:**
http://www.cnn.com/2000/US/08/10/missile.defense.ap/index.html
http://www.state.gov/www/global/arms/bureau_ac/treaties_ac.html
http://cns.miis.edu/pubs/npr/sokov.htm
http://www.cdi.org/issues/nukef&f/database/
http://www.stimson.org/zeronuke/sites.htm
http://www.clw.org/coalition/ctbindex.htm
http://www.ncuscr.org/

### In the Headlines: Wilderness Fires

1. What is the status of the wildfires in the Western United States? Which areas are being affected the worst? What conditions are contributing to the spread of these wildfires?

2. How has fire fighting changed in the U.S. since the 1890's? Have students identify how population growth and technological innovations have changed the philosophy and practices of firefighting. What steps are civilian firefighters and the U.S. military taking to prevent the fires from spreading? Do you think these measures will be effective? Why or why not?

3. While wilderness fires are obviously destructive, they also provide an opportunity for renewal of forests. Have students research the effects of wildnerness fires on forest habitat and share their findings. What negative and positive consequences can result from forest fires? Discuss.

4. The websites below provide maps and satellite images of the Western wildfires. Have students visit the sites and research articles and news reports to plot the spread of the fires. Reproduce maps of the Western states and have students indicate the geographical areas that are threatened by the fires. Ask them to map population centers and topographical features in the affected areas. The maps should include legends to facilitate analysis. Then have students examine their maps to determine the best strategies for preventing the spread of the fires.

**LINKS:**

http://www.cnn.com/2000/US/08/10/wildfires.03/index.html
http://www.nifc.gov/fireinfo/nfn.html#Idaho
http://www.osei.noaa.gov/iod.html
http://rockyweb.cr.usgs.gov/wildfire/
http://www.fema.gov/

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**EDITOR'S NOTE:**
deployment
deterrent
modernization
missile defense system
China
extinguish
vista
wildfire

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## DAILY DESK

### Editor's Desk: Patriot's Accuracy

1. What is the main plot of the movie *The Patriot*? What are some of the specific criticisms leveled against the movie? What are the professions of those who have criticized the movie? Why do you think that these people would be especially concerned with the film's accuracy? How did the people who were involved in the production respond to the criticisms?
2. Have you seen *The Patriot*? If so, did you like it? Do you think its historical accuracy is important? Why or why not? Do its inaccuracies affect how you feel about the film? Explain. Do you think that moviegoers expect historical fiction films to be accurate? Why or why not? When you view these sorts of films, do you think they affect your perceptions of historical events? Explain.
3. Discuss the differences between historical fiction and documentary with your class, in terms of their elements and objectives. Have students write essays in which they consider artistic license as it relates to historical fiction. Ask them to use examples from films they have seen as they consider the following questions: Is it important that writers be true to historical facts when they create entertainment with a historical backdrop? How much, if any, should script writers consider their audience and a tendency of viewers to believe what they see on screen?

**LINKS:**
http://www.thepatriot.com/
http://filmforce.ign.com/patriot/
http://www.rochestergoesout.com/mov/p/patrio.html

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**EDITOR'S NOTE:**
Revolutionary War
patriot
epic

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## WORLDVIEW

### Artistry in Action: Chicken Run

1. Who founded Aardman Animations? What is unique about the productions done by Aardman

Animations? What are some examples of the company's work? How long does it take for animators at Aardman Animations to produce one second of film? Why do you think their films and television commercials are so popular?

2. Have students utilize multimedia resources, including the websites listed below, to investigate the history of animation. Divide the class into three groups to prepare a multimedia presentation about either cell animation, stop-frame clay animation or computer animation. Direct groups to focus on the creative and technical processes used for each method of animation, and to include examples of the animation in their presentation. As a class, identify the different commercial uses for animation. Which types of animation do the students prefer? Why?
3. Group students. Have each group develop an idea for an animated cartoon or commercial. Help each group to develop a story, characters and a storyboard. Have students refer to the last website below for technical information about animation and drawing tutorials. Have each group present its project to the class.

**LINKS:**
http://www.aardman.com/
http://www.aardman.com/culture/index.html
http://www.chickenrun.co.uk/
http://www.pdi.com/
http://www.geocities.com/Hollywood/Studio/9830/animating/animate.htm

### Culture Watch: Netherlands Rap

1. Who is Patrick Atchun? What is rap? Why did he develop The Totally Unofficial Rap Dictionary? Why is rap music controversial? Why are some people opposed to Mr. Atchun's online dictionary? Do you think their concerns are warranted? Why or why not? What is your opinion of the dictionary? Explain.
2. Point out to students Mr. Atchun's online dictionary is an example of how the Internet is being used to promote an individual culture. Conduct a class discussion about how the Internet is changing the way people disseminate and access information. Then, have students write essays about how these changes could affect individual cultures. Have students share their papers and discuss.
3. Have students consult adults, and library and online resources, such as newspapers, music, television and radio programs to identify words and idioms that were common during the 1950-1970's. Have each student make a list of his/her findings, and for each word or idiom, challenge students to come up a contemporary word or term that has a similar meaning. What words were unheard of during the 1950's, 1960's, and 1970's that are now part of our daily lives? How do these words reflect the culture of their time? Why do you think the English language has changed during the last 50 years?

**LINKS:**
http://www.rapdict.org/
http://www.cnn.com/TECH/computing/9805/15/site.seer.dictionaries/index.html

### Inside Europe: Italy Gladiators

1. What are gladiators? Why has there been a resurgence of public interest in gladiators? Where is the new school for gladiators located?
2. Direct students to learn more about the gladiators of ancient Rome. What do gladiators and the nature of their combat reveal about ancient Roman society? Why do you think the sport is no longer practiced?
3. Group students. Refer each group to multimedia resources, including the last two websites below,

to prepare a presentation about the origin and evolution of a sport, such as lacrosse, fencing or karate. After the presentations, have students discuss how competitive sports have changed over time, and how these changes reflect societal and cultural shifts.

**LINKS:**
http://www.cnn.com/2000/fyi/news/05/11/gladiator/
http://www.cnn.com/2000/WORLD/europe/07/18/reallife.italy.colosseum/index.html
http://www.greatbuildings.com/buildings/Roman_Colosseum.html
http://www.gladiator-thefilm.com/
http://www.hickoksports.com/history/alphindx.shtml
http://www.einet.net/galaxy/Leisure-and-Recreation/Sports.html

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**EDITOR'S NOTE:**
tactile
elocution
gladiator
archaic

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**NEWS CHRONICLE**

**Democracy in America: L.A. Preps**

1. What is the purpose of the National Conventions? When and where are the Democratic Party and Reform Party conventions being held? How does the Reform Party differ from the Democratic Party and the GOP? What types of problems are occurring at the Reform Party's National Convention? Do you think these problems will affect the success of the party's presidential race? Explain.

2. Why do you think the city of Los Angeles was chosen as the site for the Democratic National Convention? What are the benefits and drawbacks of holding the convention in Los Angeles? What are authorities in Los Angeles doing to prepare for the Democratic National Convention? Do you think these measures are necessary? Why or why not?

3. Why will there probably be protests at the Democratic National Convention? Do you think the National Conventions are appropriate venues for political protest? Why or why not? Why do some protests become violent? Do you think violence is a natural byproduct of political conflict? Explain. Does media influence the nature and outcome of protests? State your rationale.

4. Have each student write an essay that examines the following question: Are there situations when protesters should not be allowed to exercise their constitutional right to assemble? Have students share their essays and discuss.

**LINKS:**
http://www.cnn.com/2000/ALLPOLITICS/stories/08/10/reform.convention/index.html
http://www.goonsquad.org/fromagia/Assemble.html
http://cnn.com/ELECTION/2000/
http://www.cnn.com/ELECTION/2000/conventions/democratic/

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**EDITOR'S NOTE:**
Democratic National Convention
Reform Party
Los Angeles
protesters

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**External websites are not endorsed by Turner Learning.**

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# CNN NEWSROOM Guide

**August 14, 2000**

**Don't forget: Annual enrollment is required for CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at http://turnerlearning.com/newsroom/enroll.html.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:20... 01:20

**TODAY'S NEWS** ... 00:40...02:00

**Top Story** ... 03:00...05:00
-Democrats gear up for their convention.
-Protesters are back to make their views known to Democrats.

**Convention History** ... 00:50...05:50
What happened at the first Democratic Convention?

**In the Headlines** ... 01:00...06:50
Pat Buchanan and John Hagelin both claim to be the Reform Party's nominee for president.

**DAILY DESK** ... 00:25...07:15

**Environment Desk** ... 02:00...09:15
Many of this summer's Western fires are fueled by an invader species of grass.

**Environment Desk Extra: Melting Greenland** ... 02:20...11:35
Scientists assess the impact of Greenland's melting ice caps on global temperatures.

**WORLDVIEW** ... 00:25...12:00

**One World Habitat: Belize Sinkholes** ... 10:35...22:35
Adventure-hungry tourists make caving big business in Belize.

**NEWS CHRONICLE** ... 00:25...23:00

**Student Bureau** ... 01:45...24:45
This young protester is a demonstration veteran.

**Young Delegate** ... 02:30...27:15
A young delegate takes her love of politics to the Democratic Convention.

**CNN NEWSROOM CLOSE** ... 00:45... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

## TODAY'S NEWS

### Top Story: Democratic National Convention

1. Where are the Democrats holding their national convention? Who will they nominate for president and vice president? How did each of these candidates spend this past weekend?

2. How has the Los Angeles Police Department prepared for this convention? Describe the physical accommodations that have been made to turn the Staples Arena into a high security zone. Besides the L.A.P.D., what other law enforcement officials are on hand? According to the Secret Service, how will Los Angeles be different from Philadelphia, the site of the GOP convention? According to one police official, L.A. is a "target-rich environment." What do you think this means?

3. Remind students that both the president and vice president will be present at this convention, and that alone is enough to cause concern for law enforcement. How does a city prepare to protect heads of state and other VIPs in a public setting? Ask a local law enforcement official to address the class on what can be done to promote personal and public safety in a situation like the one facing Los Angeles. If the Democratic Convention was to be held in your area, and if students were delegates, what kinds of preparations would make them feel safe? What sacrifices of personal liberties (i.e., searches, limits on freedom to come and go at will in certain parts of town) might have to be made? Do students think these sacrifices are worthwhile? Discuss.

**LINKS:**
http://www.cnn.com/ELECTION/2000/conventions/democratic/
http://news.lycos.com/headlines/Politics/article.asp?docid=RTPOLITICS-CAMPAIGN-PROTESTS-DC&
http://news.lycos.com/headlines/Politics/article.asp?docid=RTPOLITICS-PROTESTS-ACTIVISTS-DC&

### In the Headlines: Reform Party Splits

1. What caused the split at the Reform Party's Convention this weekend? Who is Pat Buchanan? Who has he chosen as his running mate? What are some elements of his platform? Who is John Hagelin? Why does he believe he deserves the nomination over Pat Buchanan? Who will be his running mate? Why must the Federal Election Commission decide who the party's nominee is? Who do you think should get the funding? Why?

**LINKS:**
http://www.cnn.com/2000/ALLPOLITICS/stories/08/13/reform.party/index.html

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**EDITOR'S NOTE:**
perimeter
arsenal
labyrinth
Democrats
Los Angeles
mobilize
Reform Party
election fraud

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## DAILY DESK

### Environment Desk: Western Fire Grass

1. What is cheatgrass? From where does this species of grass originate? How did it get into the U.S.? How does it spread? How does it contribute to the spread of wildfires?

2. How much money did the state of Nevada spend fighting wildfires last year? How much did the federal government spend this year trying to "cheat cheatgrass"? Describe what biologists are doing to eliminate cheatgrass. When will the biologists know if their efforts have been successful?

3. Inform your students that cheatgrass is an invader species that chokes out native desert plants by using up all their nitrogen. In addition, livestock won't eat cheatgrass because it doesn't taste good to them. Cheatgrass is an invader species that has become a real pest, and not just as a result of its fire-promoting qualities. Challenge your students to come up with a plan to get rid of the cheatgrass.
   1. Point out that biologists often consider four general methods of dealing with invader species: Chemical control, mechanical control, biological control, and ecological control.
   2. Divide your class into groups and have each use the websites below and other resources to learn more about cheatgrass and the methods used to address invader species.
   3. Have each group use its findings to come up with a plan to eradicate Nevada's cheatgrass. Groups may wish to use combinations of different approaches to solve this problem.

   Have each group share its ideas and discuss the merits of its proposal.

**LINKS:**
http://www.enn.com/enn-news-archive/1999/08/081399/cheatgrass_5005.asp
http://www.gjcolorado.com/wildhorses/glossary/cheatgrass.htm
http://www.pnl.gov/pals/resource_cards/cheatgrass.html
http://esa.sdsc.edu/invas3.htm

**Environment Desk Extra: Melting Greenland**

1. What is happening to Greenland's ice caps? How do scientists know this is happening? How is the change around the edge of the ice cap different from the one occurring in the middle?

2. Approximately how much water is melting each year? What consequences do you think could arise if enough water melts to raise sea level? Explain. Describe the role ice caps play related to the earth's temperature.

3. As ice caps melt, brown rock and soil replace the white ice surface. What effects do you think could result from this color change? Have your students learn more about the relationship between color and temperature by doing the following experiment:
   1. Group students.
   2. Give each group six sheets of construction paper: 1 white, 1 red, 1, yellow, 1 green, 1 brown, 1 black. Each group should also have a lamp and a heat-safe thermometer.
   3. Place the first sheet of construction paper under the lamp so that the lamp is 3 inches from the paper.
   4. Place the thermometer under the sheet of paper such that the end of the thermometer is directly under the center of the paper.
   5. After five minutes, record the temperature shown on the thermometer in a temperature by color table.
   6. Repeat the process for the other colors of paper.

   Have each group present its results. Discuss how these results could be applied to the color change taking place in Greenland's melting ice caps. Discuss the general temperature shift that could occur due to color change if more of the earth's ice caps were to melt in the future.

**LINKS:**
http://www.naturejpn.com/newnature/psu/psu990915/psu-990915f.html
http://www.globalwarming.org/tools.htm
http://www.cnn.com/2000/NATURE/08/07/warming.ocean.enn/index.html
http://www.spacer.com/planetary/icecaps.html

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**EDITOR'S NOTE:**

cheatgrass
perennial
Eurasia
global warming
Greenland
ice cap

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## WORLDVIEW

### One World Habitat: Belize Sinkholes

1. What is "recreational caving"? Why has it become a popular tourist pastime in Belize? How did the reporter get to the cave seen in this video? What does one see upon entering the cave? For what purpose did ancient Mayan shamans and priests enter the cave? Why do some believe that the cave is haunted?

2. What kind of ecosystem exists in the cave? What characteristics of the plants and animals that live there demonstrate how they have adapted to this environment? What advantages does this terrarium-like ecosystem have? Why do most large animals avoid this place?

3. Who is Ian Anderson? Why does he believe that the traffic inside a cave can be destructive in more ways than one? Ian Anderson talks about "cave etiquette." What do you think he means? What possible adverse effects might the tourists have on the caves?

4. How can the caves be dangerous to those who explore them? What does Marcus do to promote safety and to protect his heritage? Why is his job becoming more of a challenge as caving becomes more popular?

5. What is eco-tourism? After a brief discussion of this term, have students consult their texts and other resources to determine the geographic features that make Belize a good site for eco-tourism. Have students share their findings. In class discussion, have students analyze the economic, political, and environmental benefits and downsides of eco-tourism in Belize.

6. Direct groups of students to the Internet to search for sites on caving and eco-tourism in Belize and share their findings. Were students surprised at the number of these sites that they found? Discuss students' views on whether or not Belize should promote its natural resources for tourism purposes.

**LINKS:**
http://www.travelbelize.org/guide/pa/pa08.html
http://www.ektunbelize.com/
http://www.cavesbranch.com/
http://www.ggy.uga.edu/~jwebster/vaca-web.htm
http://www.belize.com/ancienttreasure.html

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**EDITOR'S NOTE:**
sinkholes
Mayans
shamans
ecosystem

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## NEWS CHRONICLE

### Student Bureau: Youth Protester

1. How old is Kisha Hope? When did she attend her first protest? Why was she in Philadelphia two

weeks ago? How did she prepare for the protests there?

2. How does "Cheez" feel when she is among other protesters? Why do you think she feels "at home"? What does she think about when she is protesting? Why do you think she looks forward to marching again?

3. Protesting has always been a part of the American culture, from the Boston Tea Party in the days of Colonial America to the sit-ins of the 1960s to the protests occurring today. Lead a class brainstorming session to generate a list of ways that people protest. Some examples of protesting might include boycotts, letter-writing campaigns, rallies, sit-ins, marches, candlelight vigils, voting, and the like. Write the class list on the board. Next, have students consult the media or the Internet to locate issues of interest to them. Have each student choose one issue about which he or she has a strong opinion. Direct each student to prepare a paper or oral report on what method of protest would be most effective in impacting public policy on that issue, and why.

   **EXTENSION:** Help students explore the limits of freedom of expression in American society. Have students identify the limitations of this freedom with the context of different venues, such as schools, businesses, television, newspapers, and the Internet. After students present their findings, have them consider the dichotomy that exists in the U.S. between the need to allow freedom of expression and the need to maintain social order.

**LINKS:**
http://news.lycos.com/headlines/Politics/article.asp?docid=RTPOLITICS-CAMPAIGN-PROTESTS-DC&
http://www.protest.net/
http://www.worldbook.com/fun/aajourny/html/bh086.html

**Young Delegate**

1. What state will Rachel Metson represent at the Democratic National Convention? How is she different from most of the 433 delegates representing her state? How did she become interested in politics? What kinds of experience does she have in the political arena?

2. Why will it hold special meaning for Rachel when she casts her vote for the Gore/Lieberman ticket? Why does she admire Senator Joe Lieberman? Do you share Rachel's love for politics? Explain. Do you think more young people should be involved in the political process? Why or why not?

3. Remind students that in the video we hear Rachel say, "Rather than out there protesting, I feel like I am taking a more effective route, in my opinion, of making an impact in politics." In class discussion, ask students to contrast this view with the approach used by Cheez (Kisha Hope) in the previous segment. What do students think these two young women would say to each other if they could meet and talk about their approaches to impacting the political system? Which woman do students think is more likely to affect the political agenda? Why? Discuss.

**LINKS:**
http://www.latinolink.com/news/us/0324con3.php3
http://www.missouridems.org/dsp/NationalDelgates.htm

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**EDITOR'S NOTE:**
protest
tent city
delegate
political science

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# CNN NEWSROOM Guide

**August 15, 2000**

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## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:25... 01:25

**TODAY'S NEWS** ... 01:15...02:40

**Top Story** ... 03:00...05:40
-Pres. Clinton speaks to the Democratic Convention.
-Who are the Democrats?

**Convention History** ... 00:50...06:30
In 1916, Democratic delegates nominated Woodrow Wilson for a second term.

**In the Headlines** ... 04:05...10:35
The crew of a stranded Russan submarine awaits rescue.

**DAILY DESK** ... 00:35...11:10

**Health Desk** ... 03:20...14:30
A new theory attributes increasing obesity in the U.S. to the use of technology.

**WORLDVIEW** ... 00:30...15:00

**Top of the World** ... 03:20...18:20
Israel leads the world in examining the lessons learned from the Holocaust.

**Inside North America** ... 03:00...21:20
In spite of a strong economy, child poverty is on the increase in the U.S.

**Check it Out** ... 02:40...24:00
Asthmatics go to Hyderabad for the Goud family's fish cure.

**NEWS CHRONICLE** ... 00:30...24:30

**Student Bureau** ... 02:30...27:00
Civic-minded students get an education in politics aboard the Earth Train.

**CNN NEWSROOM CLOSE** ... 01:00... 28:00

## ----------- CNN NEWSROOM STORIES ------------

**CNN NEWSROOM OPEN**

## TODAY'S NEWS

### Top Story: Democratic Convention

1. Which former U.S. president was honored at the Democratic National Convention last night? Who addressed the delegates to introduce the current president and to build momentum for her Senate campaign? What was the major point of President Clinton's speech?

2. According to the video, who is "the bedrock of the Democratic Party"? What percent of African Americans voted for Bill Clinton in 1996? Why do you think they are the party's most loyal constituency?

3. What interest group has also consistently aligned with the Democrats? How might Al Gore's stand on China's trade status have affected the relationship Democrats have with organized labor? What is the "gender gap"? How did the gender gap benefit Bill Clinton four years ago? How is Al Gore trying to rally the female vote?

4. Demographically speaking, how would you describe the "typical" Democrat? What different political ideologies are represented within the Democratic Party? How was Bill Clinton able to win the support of almost all Democrats? Do you think Al Gore will be able to duplicate that "formula"? State your rationale.

5. Refer back to the video, and ask students to identify some positions on issues that Democrats typically support. Then have students work in groups to learn more about the Democratic Party, its history, and its current platform. Have groups present their findings. Discuss how the events that have shaped the party's and country's history have had an impact on its positions on major issues.

**LINKS:**
http://www.cnn.com/ELECTION/2000/conventions/democratic/
http://www.cnn.com/2000/ALLPOLITICS/stories/08/15/conv.wrap/index.html
http://www.democrats.org/index.html

### In the Headlines: Russian Sub Trapped

1. Where is the Russian nuclear submarine stranded? How did it get there? What is the status of its nuclear reactors? How many crew members are on board? What contact do they have with rescue ships nearby? According to one Russian Navy official, what are the chances for a successful rescue?

2. According to the video, what risk do nuclear subs pose to the environment? What U.S. nuclear-powered subs sank in the 1960s? Has there been any radiation leakage from either of these vessels? Have any nuclear subs from the former Soviet Union sunk? Have there been any radioactive consequences? Explain. What problems could radioactive leakage in the sea present?

3. Why do some navies use nuclear subs? What are the missions of nuclear submarines? Have groups of students conduct research to learn more about these vessels and the purposes for which they were designed. Share group findings. Since the Cold War has ended, do students think nuclear submarines are still useful? Discuss the benefits vs. the risks of nuclear-powered submarines.

**LINKS:**
http://www.cnn.com/2000/WORLD/europe/08/14/russia.submarine.06/index.html
http://www.hazegray.org/worldnav/russia/submar.htm
http://www.cato.org/pubs/fpbriefs/fpb-047.html
http://www.americanhistory.si.edu/subs/work/
http://www.antenna.nl/wise/486/4829.html

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**EDITOR'S NOTE:**
Jimmy Carter
Hillary Rodham Clinton
Bill Clinton
constituency
center
radioactive materials
plutonium
diving bell

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## DAILY DESK

### Health Desk: Obesity Theory

1. What is obesity? Approximately how many Americans are overweight? Who is Thomas Philipson? According to Dr. Philipson, what is the correlation between economics and obesity? What health problems are associated with obesity? Why is losing weight difficult for many people?

2. How do you think being obese might impact a person's life? Why do you think some people make fun of people who are obese? Do you think Dr. Philipson's economic theory of obesity can be used to help curtail obesity trends? Explain.

3. To enhance your students' understanding about the serious nature of obesity, refer them to the websites below. Instruct students to find information on the etiology of obesity, and the physical and psychological effects of this disease. Have students discuss their findings. Next, challenge groups of students to identify different medical, psychological and holistic approaches for treating obesity. Have each group present its findings, and as a class, discuss the benefits and drawbacks of each approach.

   **EXTENSION:** How does the definition of beauty differ between cultures? Give an example. What is "body image"? Have students discuss the body images they believe are most acceptable. What factors influence students' beliefs? Ask students to bring in magazine pictures showing several body types of both men and women. Have students write down the personality traits and impressions they associate with the different people in the magazine pictures. Do students have the same perceptions? Why or why not? Discuss.

**LINKS:**
http://www.americanheart.org/Heart_and_Stroke_A_Z_Guide/obesity.html
http://www.nhlbi.nih.gov/guidelines/obesity/ob_home.htm
http://www.nhlbi.nih.gov/health/prof/heart/index.htm#obesity
http://www.mayohealth.org/mayo/9806/htm/obes.htm

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**EDITOR'S NOTE:**
obesity
calories
coronary artery disease
cholesterol

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## WORLDVIEW

### Top of the World: Israel Holocaust

1. What was the Holocaust? When did it take place? Why do you think some Holocaust survivors want the world to forget what happened? Why do others want to make the world more aware of it?

2. What recent events suggest that the world's awareness of the Holocaust is sharpening? Author Tom Segevese believes that the Holocaust is no longer an Israeli story, but a universal story. What does he mean by this? According to Segevese, how has the concept of "moral guilt" changed? Do you agree or disagree with him? Explain.

3. In the video, the former president of Switzerland speaks of "acts of complicity." Ask your students to define the word "complicity." Then have them work in small groups to research the Holocaust and the international response to it, and share their information. Direct each student to use what he/she has learned to write an essay supporting or refuting the claim that there was international complicity during the Holocaust.

4. Tom Segevese also talks about Israeli and international lessons to be learned from the Holocaust. What do your students think the world has learned from this human tragedy? Have each student put his/her thoughts in the form of an opinion paper, poem, painting or music. Display student work in a classroom exhibit titled "Symbols of Survival: Lessons of the Holocaust."

**LINKS:**
http://www.ushmm.org/
http://www.ushmm.org/education/history.html
http://www.historyplace.com/worldwar2/holocaust/timeline.html
http://www.state.gov/www/regions/eur/holocausthp.html
http://tbssuperstation.com/survivors/

**Inside North America: Child Poverty**

1. What are living conditions like for Margie Barrientos and her four children? How much money does Margie earn? What are her typical expenses?

2. How does a new study by the Children's Defense Fund support the claim that Margie and her family are not alone in their poverty? According to the report, how many children in the U.S. live in poverty? What percentage of these are children of working families? Why does Marion Wright Edelman, Director of the Children's Defense Fund, find these statistics particularly disturbing at this time in history? What measures does her organization's report advocate?

3. In the video, Ms. Edelman says, "Our children are suffering when we have the capacity to take care of them. Why don't we? Where is our spiritual will? What do we value?" Discuss what a lack of concern for the problem of child hunger says about "what we value."

4. According to the Food and Research Action Center, 29% of children in the U.S. live in families that cope with hunger one or more months of the year. Read this statement to students and ask them why, at such a prosperous time in U.S. history, they think this number is so high. Then divide your students into groups to generate a list of recommendations for dealing with child hunger in the U.S. Have a spokesperson from each group present its list. Is there a practical solution to this problem? Are there economic, social and political costs to each proposal? What are the costs of inaction? Discuss.

**LINKS:**
http://www.childrensdefense.org/
http://www.frac.org/index.html
http://www.frac.org/html/federal_food_programs/states/us.html
http://www.frac.org/html/hunger_in_the_us/hunger_index.html
http://www.edweek.org/ew/vol-17/23poor.h17

**Check it Out: India Fish Cure**

1. Locate Hyderabad, India on a world map. For what medical cure is Hyderabad famous? For how long has the medical cure been in the Goud family?

2. Do you know someone who has asthma? If so, how has the disease impacted his/her life? Refer students to online resources, including the second website below, to learn about the symptoms, effects and traditional treatments for asthma. Next, have your class read the article listed on the first website below which investigates the Goud family's fish cure. Then, as a class, compare the traditional treatments for asthma to the Goud's treatment. Ask students: Do you think the fish cure really works? If so, why? If you had asthma would you be willing to try the fish cure? Why or why not?

**LINKS:**
http://www.rediff.com/news/may/31anwar.htm
http://www.ama-assn.org/special/asthma/treatmnt/treatmnt.htm

**EDITOR'S NOTE:**
Israel
The Holocaust
universal evil
moral guilt
subsidized
poverty
respiratory
Mrigasira

**NEWS CHRONICLE**

**Student Bureau: Earth Train**

1. How is the Earth Train different from a typical commuter train? Where is the train going? Who is on board? What are some of their political priorities? What will happen at the end of their trip?

2. The Earth Train webpage says that young people are concerned about their "natural and social environment." What do you think this means? What kinds of issues would fall into these categories? Do you agree that these are issues of importance to your generation? Explain.

3. Turn your classroom into a political forum for a day. Begin by conducting a class brainstorming session to generate a list of issues students feel are important to young people. List these issues on the board. Then have students work individually or in groups to choose an issue, conduct research for background information, and formulate an opinion. Allow each student or group to present the issue, information, and opinion, and generate a class discussion to allow other students to ask questions and express their views.

**LINKS:**
http://www.earthtrain.org/
http://www.futurevoters.com/

**EDITOR'S NOTE:**
Earth Train
civic-minded
Los Angeles
unity

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# CNN NEWSROOM Guide

**August 16, 2000**

**Biography docudramas are available FREE on Turner Classic Movies. Enroll in TCM BY THE BOOK: LIVES ON FILM for FREE curriculum materials and film taping rights. Fax your name, school address & phone number to TCM (770)739-7085.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:30... 01:30

**TODAY'S NEWS** ... 00:45...02:15

**Top Story** ... 02:50...05:05
Bill Clinton passes the torch to Al Gore, new leader of the Democratic Party.

**Convention History** ... 00:50...05:55
On the third day of the 1948 Democratic Convention, "Dixiecrats" walked out in protest of civil rights.

**In the Headlines** ... 00:55...06:50
The first try to rescue the stranded Russian sub crew fails.

**DAILY DESK** ... 01:00...07:50

**Business Desk** ... 02:05...09:55
Despite some advances, many disabled workers still face obstacles in the workplace.

**WORLDVIEW** ... 00:40...10:35

**Top of the World** ... 02:25...13:00
Pope John Paul II leads the celebration of World Youth Day.

**Around the World** ... 04:30...17:30
American businesses continue to hire international workers.

**Political Front** ... 03:00...20:30
OPEC members appear resolved not to further increase oil production.

**Taking Care of Business** ... 03:00...23:30
Cuba takes steps to reduce its energy dependency.

**NEWS CHRONICLE** ... 00:30...24:00

**Democracy in America** ... 03:00...27:00
CNN's Bruce Morton reflects on the Kennedy legacy and "Camelot."

**CNN NEWSROOM CLOSE** ... 01:00... 28:00

## ----------- CNN NEWSROOM STORIES ------------

## CNN NEWSROOM OPEN

## TODAY'S NEWS

### Top Story: Democratic Convention

1. What was the symbolic purpose of yesterday's appearance by both President Clinton and Vice President Gore in Michigan? What was the political purpose behind this event? What was the theme of the speeches made by both men? How was President and Mrs. Clinton's exit politically symbolic?

2. In his report, CNN's Jonathan Karl says, "Gore rarely mentions President Clinton on the campaign trail these days, but here, with the president at his side, he presented his campaign, in part, as an effort to preserve Bill Clinton's economic legacy." Why do you think Al Gore "rarely mentions President Clinton"? What is Bill Clinton's economic legacy? Do you think capitalizing on that economic legacy is a good political strategy for Al Gore? Why or why not?

3. Yesterday's event in Michigan was a "passing of the torch" from Bill Clinton, as Democratic party chief, to Al Gore, the party's presidential nominee. Point out to students that "party chief" is just one of the many hats worn by the president. Discuss some of the tasks a president would undertake as the chief of the party, for example, campaigning for congressional candidates and pursuing the party's agenda as part of his/her legislative plan. After a brief discussion, have students consult their texts and other resources to learn more about the other roles of the president. Challenge students to locate newspaper and Internet news articles that illustrate the president carrying out some of these roles.

**LINKS:**
http://www.cnn.com/2000/ALLPOLITICS/stories/08/15/conv.wrap/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/08/15/campaign.wrap/index.html
http://www.fred.net/nhhs/lessons/nov17usg.htm

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**EDITOR'S NOTE:**
Bill Clinton
Al Gore
unemployment
economic legacy
civil rights
Dixiecrats
rescue personnel
NATO

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## DAILY DESK

### Business Desk: Disabled Low Pay

1. What does a new Harris Poll reveal about the quality of life many disabled people have? According to the study, what percentage of disabled people are employed full time? About how much do these disabled workers earn each year? Is there any good news for disabled workers? Explain.

2. Who is Max Cleland? What is his disability? What difficulties did he face when he came to the U.S. Senate? Does it surprise you that there were no accommodations for the disabled in a U.S. government building in 1997? Why or why not? According to the office manager interviewed in the video, what should employers do to help the disabled?

3. Review the beginning of this segment and point out the federal legislation that has promoted quality of life issues for the disabled. Have students work in groups to research the Fair Labor Standards Act and the Americans with Disabilities Act and share their information. In class discussion, identify the major provisions of each law and what it does for the disabled. Ask an attorney who specializes in employment issues or a human resources professional to discuss the effects of these laws in the workplace.

4. Are businesses in your community disabled customer- and worker-friendly? Have students work in small groups to interview disabled individuals to assess some of their needs as customers and as workers. Then have each group conduct an informal assessment of a local place of business for issues of importance to the disabled, such as accessibility and employment opportunities. Have each group present a formal report of its findings, and suggest ways the business could attract more disabled customers and employees.

**LINKS:**
http://www.interwork.sdsu.edu/wage_hour/empldis.html
http://www.pcepd.gov
http://www.census.gov/prod/3/97pubs/cenbr975.pdf
http://www.census.gov/hhes/www/disability.html

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**EDITOR'S NOTE:**
handicapped worker
Fair Labor Standards Act
Americans with Disabilities Act
disabled
quality of life
accessible

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**WORLDVIEW**

**Top of the World: World Youth Day 2000**

1. Who started the annual World Youth Day gathering? Where is World Youth Day being celebrated this year? How many countries are taking part? What strains is the celebration putting on the city of Rome? Why are some Romans complaining about the event? How does Rome's mayor respond to the critics?

2. The hundreds of thousands of young people gathered for World Youth Day are there to renew their personal faith and draw spiritual strength from each other. Ask your students where they go or what they do when they want to renew their spirit. Who do they talk to, or do they prefer to be alone? Where do they go when they have to face some of life's challenges and disappointments? Challenge each student to write a private journal entry reflecting on the ways he/she finds inner strength when it's needed most.

**LINKS:**
http://www.solt3.org/youth.htm
http://www.cin.org/pope/world-youth-day-2000.html

**Around the World: H-1B Visas**

1. Why is Preeti Patankar currently living in the United States? What does she do for a living? As a guest worker, what kind of visa does she hold? Approximately how many workers like her are currently employed in the U.S.?

2: How many H-1B visas can be granted in the U.S. this year? Why did the INS stop taking applications less than six months into the year? Why do U.S. businesses want the number of these visas increased? How are guest workers paid compared to their domestic counterparts? How do some employers abuse the system?

3. How does the story of Ajay Sravanapuvi demonstrate some of the long-term contributions immigrant workers make to the U.S. economy? Why do you think he was surprised at the opportunities available in the U.S.? In the video we hear that the guest worker program has become a kind of "brain drain in reverse." What does this mean? How might other nations feel about losing their most skilled workers to another country? What could they do to stop this brain drain?

4. While some interests in the U.S. argue that the number of H-1B visas should be increased, others maintain that companies should turn to American workers to fill these jobs and the INS should maintain its H-1B quotas. What do your students think? Have them work in groups to research both sides of this issue. The websites below provide some information from both perspectives. Have each group objectively present its findings. Then direct each student to write an opinion paper in response to the question: Should the number of H-1B visas be increased?

**LINKS:**
http://www.techlawjournal.com/congress/s1723h1b/Default.htm
http://www.pritha.com/career.htm
http://www.businesstoday.com/techpages/techworkers072398.htm
http://fairus.org/html/04115604.htm
http://www.ins.gov/graphics/services/employerinfo/h1b3.htm
http://www.ins.gov/graphics/services/residency/index.htm

**Political Front: OPEC Oil**

1. What is OPEC? Why are some nations asking OPEC to increase its production of oil? What action has Saudi Arabia taken in regard to its oil production? Where do OPEC member nations stand on the issue of increasing production? Whom do OPEC member nations blame for the high price of gas in Western nations? Why?

2. What is OPEC's role in rising gas prices? Have your students work in groups to research the factors that contribute to gas prices, and share their information. To what extent should OPEC be blamed for rising prices? According to Heritage Foundation, federal and state taxes can add anywhere from 26 to 53 cents to the retail cost of a gallon of gas. In addition, it's no secret that the U.S. is the world's largest consumer of oil. In your students' opinions, who should shoulder the blame for rising gas prices: OPEC, the oil companies, the government, or the American consumer? Why? Discuss.

**LINKS:**
http://www.opec.org/193.81.181.14/Default.htm
http://www.api.org/
http://www.eia.doe.gov/emeu/cabs/opec.html

**Taking Care of Business: Cuba Energy**

1. What is the nation of Cuba doing to generate its own energy? What percent of its electricity is now generated from domestic oil and gas? What are the government's long-range goals for domestic energy production?

2. In spite of its efforts, why does Cuba still have to import its gasoline and diesel? What was the source of Cuba's oil until the 1990s? How did the collapse of the Soviet Union affect Cuba's energy supply? How do the fluctuations in the current oil market affect Cuba?

3. Why is Cuba in an especially difficult position in meeting the needs of its people? Help your students research the background and effects of the economic embargo against Cuba. Discuss how

the embargo has impacted everyday life for Cuban citizens. Is development of Cuba's energy reserves a guarantee of economic independence for the country? Discuss.

**LINKS:**
http://www.la.mvla.k12.ca.us/LC/CubaPoli/cuba_ndx.htm
http://www.closeup.org/cuba.htm
http://www.oneworld.org/ips2/august99/21_11_108.html

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**EDITOR'S NOTE:**
World Youth Day
visa
high tech boom
indentured servant
brain drain
OPEC
crude
capital

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## NEWS CHRONICLE

### Democracy in America: The Kennedy Legacy

1. Who was John Fitzgerald Kennedy? When was he president? What positive and negative things do many associate with his presidency? What was "Camelot"?

2. Who has been left to carry on John Kennedy's legacy? How is her life different now from her life in the White House? Why do you think she agreed to speak at the Democratic Convention? Many refer to her family as "American royalty." Do you agree or disagree with this label? Explain.

3. CNN political analyst Stuart Rothenberg says that Al Gore "is trying to capture the electric idealism of Jack Kennedy and the 1960 Democratic campaign." Assist your students in conducting research to learn more about John Kennedy, his campaign for president and his presidency. Share student findings in class discussion. Compare and contrast Al Gore and John Kennedy, personally and politically. What could Al Gore learn from John Kennedy's "political playbook"? Do students think Al Gore can recapture Camelot? Should he try to? Discuss.

**LINKS:**
http://www.whitehouse.gov/WH/glimpse/presidents/html/jk35.html
http://www.swift-tourism.com/jfk.htm
http://tlc.ai.org/jfk.htm
http://www.cnn.com/2000/ALLPOLITICS/stories/08/15/morton.column/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/08/15/rothenberg.column/index.html

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**EDITOR'S NOTE:**
John F. Kennedy
"Camelot"
Robert Kennedy
Edward Kennedy
Jacqueline Kennedy Onassis
Caroline Kennedy Schlossberg
segregated
Aeschylus

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# CNN NEWSROOM Guide

**August 17, 2000**

**Is it time to reenroll in CNN NEWSROOM? Call 1-800-344-6219. Or reenroll online at http://turnerlearning.com/newsroom/enroll.html.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:40... 01:40

**TODAY'S NEWS** ... 00:45...02:25

**Top Story** ... 04:00...06:25
-Vice presidential nominee Joe Lieberman addresses the Democrats.
-Voters once faithful to Democrats are up for grabs this year.

**Convention History** ... 00:55...07:20
Democratic delegates met in 1940 to nominate Franklin D. Roosevelt for a third term.

**In the Headlines** ... 00:55...08:15
A Norwegian rescue ship heads for the stranded Russian sub.

**DAILY DESK** ... 00:25...08:40

**Science Desk** ... 02:30...11:10
Greater demands on electricity could result in power shortages.

**WORLDVIEW** ... 00:55...12:05

**Top of the World** ... 02:00...14:05
An emotional meeting reunites families on each side of the DMZ.

**Communication Transformation: Thailand Elderly Internet** ... 04:05...18:10
Thai senior citizens learn how to surf the Web.

**Singapore Parent Workshop** ... 03:10...21:20
Singapore's parents learn about the benefits and pitfalls of the Internet.

**Political Front** ... 03:25...24:45
Illegal immigrants in the U.S. cannot get government aid for college.

**NEWS CHRONICLE** ... 00:25...25:10

**Student Bureau** ... 02:20...27:30
Online media adapt new technology to cover this year's political conventions.

**CNN NEWSROOM CLOSE** ... 00:30... 28:00

## ----------- CNN NEWSROOM STORIES ------------

## CNN NEWSROOM OPEN

## TODAY'S NEWS

### Top Story: Democratic Convention

1. Who is Joe Lieberman? In his acceptance speech last night, where did he say America's "next frontier" is? To what do you think he was referring when he spoke of the "differences" and "barriers" that remain?

2. What has happened to senior citizens' support of the Democratic party over the past decade? Why are seniors now considered "swing voters"? With which party have most women voters aligned in recent years? How is Al Gore faring with this segment of the voting population?

3. Catholic voters are another group that some pundits are labelling as swing voters. Why does Al Gore lose some points with many Catholic voters? What are some other groups that "neither party has done a stellar job of communicating with"? What issues are important to each? Many analysts are saying that swing voters are the key to this election. Do you agree or disagree with them? Explain.

4. Refer back to the video, and have students make a list of the different swing voter groups mentioned. Then direct students to the Federal Election Commission website (the second website below) to examine the data behind the demographics: What percent of each of these groups turned out to vote in 1996? Was their support crucial to the outcome of the election? Divide students into small groups, and have each choose one swing voter group. Instruct each group to research the issues of importance to that demographic and predict which candidate is likely to capture that group's votes, and why. Have each student group present its information and prediction to the class.

**LINKS:**
http://www.cnn.com/2000/ALLPOLITICS/stories/08/16/convention.wrap.02/index.html
http://www.fec.gov/elections.html
http://www.usnews.com/usnews/issue/000821/elect.htm
http://www.usnews.com/usnews/issue/991122/22pol.htm

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**EDITOR'S NOTE:**
Al Gore
Joe Lieberman
swing voters
senior citizens
morality
Catholics
laber unions
Latinos

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## DAILY DESK

### Science Desk: Power Grid

1. What is the Department of Energy predicting will happen to the electricity supply in several regions of the U.S.? Why do they think this will occur? What impact has deregulation had on overall electricity production in the U.S.? How has this affected electricity prices?

2. Why do you think power companies have stopped building new electricity producing facilities?

Where do power companies go to get additional electricity when user demand exceeds possible output? How has this impacted smaller power companies and consumers?

3. The electricity that flows to and within your house is measured in an electrical unit called amperes, or amps. Using amps as their electrical units, have your students investigate the brownout effect mentioned in the story by simulating a multiple user situation on an electrical circuit:
    1. Divide your class into small groups.
    2. Have each group create an electrical circuit by connecting a "D" size battery, flashlight-size light bulb and amp meter with insulated wire. Remember that a circuit must be a continuous loop that travels from one side of the battery through all intermediary points to the opposite side of the battery.
    3. Have students record the number of amps shown on the amp meter.
    4. Have each group add a second light bulb to the circuit and record the amps and any change in the brightness of all the bulbs.
    5. Continue adding light bulbs and recording brightness until four bulbs are on the circuit.
    6. Add a second size "D" battery to the circuit and record the changes that take place.

   Discuss the results of their investigation and have students draw conclusions about what happens to electricity as more users are added to a circuit. Then have students apply this understanding to the news story, and suggest ways of being proactive about potential future brownouts.

**LINKS:**
http://www.greenmountain.com/electricity/choices/dereg.asp
http://www.eskimo.com/~billb/miscon/whatis.html
http://www.house.gov/barton/discussiondraftpage1.html
http://www.fwkc.com/encyclopedia/low/articles/e/e007000562f.html#eeee007000562aaaa

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**EDITOR'S NOTE:**
circuits
brownouts
barge
deregulation

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**WORLDVIEW**

**Top of the World: Korea Reunion**

1. Describe the meeting that took place between the Korean mother and son who hadn't seen each other in over 50 years. What circumstances prevented their seeing each other until now? How many families were involved in this week's reunions? Where did the reunions take place?

2. How did the South Korean people react to the stories of these reunions? The newspapers said that tears flowed on both sides of the Korean peninsula. What does this mean? What do you think it would feel like to see a family member you have not seen for five decades? What emotions might you experience?

3. Help students understand the significance of these family reunions by familiarizing them with the history of North and South Korea, focusing on the Korean War. Assist them in conducting research to determine the answers to these questions: When was the Korean War fought? Why did it take place? What role did the U.S. play in the conflict? What was its outcome? Discuss the events that led to the establishment of two countries, North Korea and South Korea, and the DMZ (Demilitarized Zone.)

   **EXTENSION:** The reunions seen in the video were agreed upon by South Korean President Kim

Dae-jung and North Korean leader Kim Jong-il at their historic summit in June, leading many to believe the two leaders are working toward reunification. Discuss the political and economic changes that would have to occur for reunification to take place.

**LINKS:**
http://news.lycos.com/headlines/TopNews/article.asp?docid=RTNEWS-KOREA-REUNIONS-DC&date=
http://www.cnn.com/2000/ASIANOW/east/08/10/koreas.reunion.ap/index.html
http://www.tcsaz.com/koreanwar/timeline.html
http://mcel.pacificu.edu/as/students/stanley/links.html

**Communication Transformation: Thailand Elderly Internet**

1. Why do you think the Internet seems like the domain of young people? How are older people in Bangkok learning about the Internet? What is the one strict rule of the "Old People Playing Young Club"? How old is its oldest member?

2. How has learning how to use the Internet changed the lives of this club's members? What is the "generation gap"? Do you think there is a generation gap when it comes to Internet usage? Explain. What are some of the obstacles for Thailand's elderly in learning about the Internet? Why do you think the psychological barrier is so great?

3. Ask students if they have older relatives that are comfortable with PCs and the Internet. If not, what do they think accounts for the discomfort many older people experience with technology? How would they make older family members more at ease with computers and the Internet? Divide your class into small groups. Challenge each group to come up with a syllabus for an introductory course on computers and the Internet for senior citizens. What would your students emphasize in their courses, and how would they teach them? Have each group share its ideas. Encourage your students to initiate a community service project that offers a brief course on an "Intro to the Internet" for older individuals.

   **EXTENSION:** Considering the cultural and linguistic differences between American and Thai senior citizens, which group do your students think would have the tougher time learning how to surf the Internet? Why? Discuss.

**LINKS:**
http://www.wiredseniors.com/
http://www.seniorssearch.com/
http://www.inet.co.th/

**Singapore Parent Workshop**

1. Why was the founder of Childnet International recently in Singapore? What is his view of the opportunities and dangers children might find on the Internet? What is his advice to parents to keep their young ones safe? What were the reactions of some of the parents and grandparents who attended this workshop?

2. Do you think the Internet is a vehicle of opportunity or of danger for young children? State your rationale. How do you think young children should be protected from any dangers? Should there be some kind of government monitoring or censorship of the Internet? Explain. Do you think that parent education efforts, like the one seen in this video, will help protect children? Why or why not?

3. Ask your students: As you have grown up with the Internet, what advice would you offer parents of young children to safeguard kids as they surf? Divide your class into small groups. Give each group ample time to research and brainstorm a list of recommendations for parents of young Internet users. Then have each group share its list. Combine the groups' lists into one list of "Tips for Safe Surfing." Post the tips on your school's website.

**LINKS:**
http://www.larrysworld.com/articles/childaward.htm
http://pnnonline.org/technology/children0504.cfm
http://www.netparenting.com/
http://www.sintercom.org/

**Political Front: Illegal Graduates**

1. Who is Juan Reveles? Why does he face an uncertain future? What is a green card? Why does a lack of a green card prevent Juan from going to college? How many colleges have accepted him? Why must he turn them down?

2. Why are some unsympathetic towards the 2 million young people who are in situations similar to Juan's? Do you agree or disagree with Ron Prince? Explain. Why do some feel that the young illegals are being punished for the crimes of their parents? What are Juan's parents doing to rectify the situation? When did the family apply for legal residency? Why do you think it is taking so long for them to get it?

3. There are several different sides to the immigration issue in the U.S. Some favor immigration quotas or tight restrictions on any immigration. Others favor a more liberal immigration policy with no tolerance for illegal immigration. Some think the borders of the U.S. should be open to all. What do your students think? Have them research the different sides of this issue (several perspectives are represented in the websites below) and share their information in class discussion. Then have each student write a position paper in which he/she explains whether exceptions to the rule should be made for children of illegals who want to go to college. Should the U.S. government finance their education?

**LINKS:**
http://latinoculture.about.com/culture/latinoculture/library/weekly/aa052500a.htm
http://www.fairus.org/
http://www.usbc.org/
http://immigration.about.com/newsissues/immigration/library/news2000/blamnesty0216.htm?iam=dpile&

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**EDITOR'S NOTE:**
North Korea
South Korea
Internet
technical knowledge
undocumented immigrant
green card

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**NEWS CHRONICLE**

**Student Bureau: Internet Avenue**

1. Where are "Internet Avenue" and "Democracy Row"? Describe some of the new technology being used to cover this year's political conventions. What kind of site is HighWired.com? How does the site attract young people to its political coverage? Describe the features sites like HighWired.com and others offer that make political coverage more interactive.

2. In this segment we learn that television was in its infancy only 52 years ago when it broadcast its first live political convention. Generate a class discussion about the ways that political news in the U.S. has been brought to the public since the first Democratic Convention (i.e., newspapers, radio, television, Internet.) Then challenge each student to assume the role of a journalist for any one political convention in U.S. history and conduct research to learn more about what happened there.

Direct each student to use his/her information to compose a news report on that convention in the medium of the day, in the form of, for example, a newspaper article, radio or television script, or online report/chat.

**LINKS:**
http://www.highwired.com/
http://www.cnn.com/ALLPOLITICS/
http://www.pseudo.com/

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**EDITOR'S NOTE:**
webcast
online chat
interactive
online journalism

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# CNN NEWSROOM Guide

**August 18, 2000**

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## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:20... 01:20

**TODAY'S NEWS** ... 01:10...02:30

**Top Story** ... 08:05...10:35
-Presidential nominee Al Gore addresses the Democrats.
-CNN's Bernard Shaw profiles Al Gore.

**Convention History** ... 00:55...11:30
In 1960, Democratic convention organizers packed the house for JFK's second speech.

**DAILY DESK** ... 00:25...11:55

**Editor's Desk** ... 05:00...16:55
CNN takes a look back at entertainment in 1980.

**WORLDVIEW** ... 00:25...17:20

**Top of the World** ... 03:25...20:45
The aunt of Mexico's new president holds high hopes for the future.

**Culture Watch** ... 03:00...23:45
An African designer gives traditional clothing a new look.

**Turner Website Information** ... 00:45...24:30
Information on the CNN NEWSROOM Daily Classroom Guide

**NEWS CHRONICLE** ... 00:25...24:55

**Student Bureau** ... 02:30...27:25
CNN Student Bureau reporter Jason Friedman reflects on the convention experience.

**CNN NEWSROOM CLOSE** ... 00:35... 28:00

## ----------- CNN NEWSROOM STORIES ------------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Democratic Convention**

1. In what way was Vice President Al Gore trying to "build a new perception" of himself with last night's speech? How did he portray himself in his verbal "self-portrait"? What points did he make in his acceptance speech?

2. How did Al Gore "out-achieve" his father in 1992? Based on what you have seen in the video, relate what you know about Albert Gore, Sr.'s early years in politics. What advantages did Albert Gore, Sr. give his son that he did not have?

3. What was Al Gore like as a student and a teenager? Where did he attend college? How did he feel about the Vietnam War? Why did he choose not to participate in antiwar demonstrations? What happened when it was time for Al Gore to confront the draft? How did he try to help his father's campaign at that time? In what capacity did Al Gore serve in Vietnam?

4. How did Vietnam change Al Gore's view of politics? What course of study did he pursue upon returning from Vietnam? What career did he pursue? How did he become involved in politics?

5. In the video we learn that Albert Gore, Sr. was a "Franklin Roosevelt New Deal Democrat." Direct your students to their texts and other resources to learn more about the New Deal and FDR's legacy. Discuss the economic circumstances that led to the New Deal. What kinds of policies and legislation might a New Deal Democrat, like Albert Gore, Sr., favor? In the video we also learn that Al Gore's parents "believed that the government was the guarantor of economic justice." Does Al Gore subscribe to this belief? To what extent did Albert Gore, Sr.'s political philosophy shape his son's? Have students conduct research to learn more about Al Gore's beliefs on the role of government in the economy, and share their findings. Ask students: Do you agree or disagree with Al Gore? Have each student write a position paper in response to this question.

6. As vice president, Al Gore has spent seven years in what the first vice president, John Adams, called "the most insignificant office ever." Last night it was important for Al Gore to introduce himself to Americans as his own man. How would students paint an accurate political portrait of Al Gore? Divide the class into two equal groups. Have students in one group work as campaign advisors to Al Gore, researching his personal and political life, and creating an infomercial of the Al Gore they think people should see. Have students in the other group conduct research and compose an infomercial they think Al Gore's opponents want voters to see. Have each group perform its infomercial. Discuss some of the political benefits and liabilities of being a vice president who is running for president.

7. Challenge your students to work in pairs to profile other father/son (or daughter) political teams, past and present. Have each pair of students research its chosen political father and son/daughter and present the information to the class in a creative way, such as a role play or skit, song, or website. Do political parents and their offspring always agree? Do they follow similar ideological roads? Discuss.

**LINKS:**

http://www.cnn.com/2000/ALLPOLITICS/stories/08/17/conv.wrap/index.html
http://www.whitehouse.gov/WH/EOP/OVP/index.html
http://www.speakout.com/election2000/president/gore.asp
http://2000vote.com/gore.htm
http://www.algore2000.com/
http://www.rushonline.com/wisdom.htm
http://www.rnc.org/newsroom/newsreleases
http://gi.grolier.com/presidents/aae/vp/vpusa.html

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**EDITOR'S NOTE:**

John Adams
Al Gore
Albert Gore, Sr.
Tipper Gore
New Deal Democrats
Vietnam War
the draft
incumbent

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## DAILY DESK

### Editor's Desk: Entertainment in 1980

1. What films were popular in 1980? How much did a movie ticket cost? What were the popular television shows? What music was popular? Who were the TV, movie, and music stars?

2. Do you like the music that was popular in 1980? Explain. How do you think the movies of 1980 compare to today's films? Give an example to support your opinion.

3. Were teenagers in 1980 different from the teenagers of today? Have students consult adults who were teenagers in 1980, as well as archival material, such as teen magazines, newspapers, pop music, movies, and television shows, to learn more about teen life in 1980. Then, challenge groups of students to create skits that illustrate the similarities and differences between the teenagers of 1980 and the teenagers of today. Instruct students to consider factors such as independence, political issues, social concerns, employment opportunities, teen buying power, and the development of technology. After groups perform their skits, ask students: How much has life really changed for teens since 1980? How much has life stayed the same? Do you think the way teenagers influence popular culture and the entertainment industry has changed since 1980? Discuss.

**LINKS:**
http://www.washington.edu/alumni/columns/june98/1980.html
http://www.80s.com/Entertainment/Movies/Directory/1980/1980-4.html
http://www.ekucolonel.com/users/globegrl/entertainment/1980.html

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**EDITOR'S NOTE:**
VCRs
broadcast networks
production budget
prime time
Emmys
reality television
John Lennon
MTV

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## WORLDVIEW

### Top of the World: Sister Bertha Fox

1. Who is Sister Bertha Fox? How does she express the beauty she remembers of her homeland? When did she leave Mexico, and why? Who is her famous nephew? To what office has he been elected? Is the Fox family a family of politicians? How did Vicente's father, Sister Bertha's brother, feel about Vicente entering politics? What does Sister Bertha think her nephew will do for Mexico?

2. What is religious persecution? According to Sister Bertha, how was religious persecution carried out in Mexico over 60 years ago? Can you think of any other instances in history, or presently,

when governments have engaged in religious persecution? Explain. How did victims of this action react to persecution in each case? If you had been in Sister Bertha's position, would you have reacted the same way she did or differently? Explain.

3. What do your students know of Mexico's political history? Have groups of students conduct research to learn about the historical events that have shaped Mexico's political system, and share their findings. What political party dominated Mexican politics for most of the 20th century? Discuss the historical significance of Vicente Fox's election.

**LINKS:**
http://www.pbs.org/newshour/bb/latin_america/mexico_index.html
http://www.cs.unb.ca/~alopez-o/polind.html
http://globalexchange.org/campaigns/mexico/sfexaminer102599.html
http://www.hauss.politics.wadsworth.com/upmexico.html

**Culture Watch: Ghana Fashion**

1. From what country is fashion designer Wisdom Kwaku De Great? What kind of clothes does he create? Where is he launching his line?
2. What is the inspiration for Wisdom's styles? What is his shops' motto? How much would a buyer expect to pay for some of his creations? Where are his designs manufactured? According to Wisdom's daughter, what do the family members call their operation? Why?
3. The reporter refers to these designs as "style with a foot in two worlds that could launch a new look on two continents." Ask students what they think this means. Challenge your students to think of international influences in the fashions they wear. What elements of international clothing have become a part of their wardrobe? Why do your students think they are popular on their continent? Do they think Wisdom's fashions will catch on in the U.S.?
4. Use this opportunity to introduce your students to the culture and history of Ghana. Have students work in groups to conduct research, then have each group offer a formal presentation on the history, culture or customs of Ghana. After the presentations, discuss how these factors may play a role in the fashions the "African Versace" creates.

**LINKS:**
http://mbendi.co.za/land/af/gh/p0005.htm
http://www.ghanaweb.com/GhanaHomePage/ghana.html
http://melanet.com/awg/fashion/adinkra.html

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**EDITOR'S NOTE:**
Vicente Fox
religious persecution
political corruption
PRI
Ghana
Afrocentric

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**NEWS CHRONICLE**

**Student Bureau: Reporter's Notebook**

1. Who is Jason Friedman? In general, what does he think of the media's coverage of the youth vote? Describe some of the young people who have been the focus of CNN's Student Bureau convention coverage. How was the experience of covering the convention like being in a "candy store" for Jason? What does he mean when he says it was "ground zero for a political junkie"?

2. Ask students to consider how youth media cover political events, like conventions and elections, versus how the traditional media cover these events. Have students work in groups to conduct an analysis of the young versus traditional media in recent election year coverage. Assist groups as they consult television, radio, newspapers, magazines, and Internet news sources to make their comparisons. Direct each group to make a formal presentation of its analysis. Are the styles and approaches to political coverage different? Is there a difference between the issues focused on by the conventional versus youth media? To which do students want to turn for their information? Why?

**LINKS:**
http://www.cnn.com/ALLPOLITICS/
http://www.cnn.com/ELECTION/2000/conventions/democratic/
http://learning.turner.com/sb/index.html

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**EDITOR'S NOTE:**
youth angle
media outlets
"ground zero"
political science

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# CNN NEWSROOM Guide

**August 21, 2000**

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## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:30... 01:30

**TODAY'S NEWS** ... 00:30...02:00

**Top Story** ... 05:00...07:00
Efforts to save the Russian sub Kursk continue.

**In the Headlines** ... 04:00...11:00
-Wildfire smoke has permeated many Western states.
-Heat waves have caused air quality problems in several Southern cities.

**DAILY DESK** ... 00:25...11:25

**Environment Desk** ... 02:20...13:45
Human intervention may have backfired in the case of the endangered California condor.

**WORLDVIEW** ... 00:25...14:10

**Around the World** ... 10:00...24:10
Scientists say that earth is on the verge of a biodiversity crisis.

**NEWS CHRONICLE** ... 00:30...24:40

**Our World** ... 03:00...27:40
Over a million young Catholics attend World Youth Day in Rome.

**CNN NEWSROOM CLOSE** ... 00:20... 28:00

## ----------- CNN NEWSROOM STORIES ------------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Russian Sub**

1. Where is the Russian nuclear submarine Kursk stranded? When and how did the Kursk become stranded? What is the extent of the sub's damage? How many crew members are on board? What efforts have been taken by Russia and the international community to help rescue the crew of the Kursk? Do you think these efforts will be successful? Why or why not?

2. Why do you think Russian and Norwegian reports differ? Why has President Vladimir Putin been criticized for his role in the rescue? What, if anything, should President Putin have done differently?
3. How did the Chernobyl nuclear disaster affect Norway? What precautionary measures have Norwegians taken to guard against radioactive leaks from the Kursk? What are the results of their recent radioactivity level tests? What additional steps have Norwegians taken to protect themselves against other types of Russian nuclear accidents? Do you think these measures will be effective? Why or why not?
4. Refer students to multimedia resources, including the links below, to learn more about the military benefits of nuclear subs and the risks that they pose to the environment. Then have students debate whether the benefits of nuclear submarines outweigh the potential environmental risks associated with their use.
5. Have your students review the news coverage of the rescue mission. Then direct students to write brief editorials that express their feelings about the mission to rescue the Kursk's crew. Instruct students to consider the personal and political significance of the mission. Ask students to share their editorials with the class. Then select several editorials that represent the range of your students' viewpoints, and post them on the CNN message board which is located at the last website below.

**LINKS:**
http://www.cnn.com/SPECIALS/2000/submarine/
http://www.hazegray.org/worldnav/russia/submar.htm
http://www.nasog.net/warships/sub/Oscar_II_Class.htm
http://www.antenna.nl/wise/486/4829.html
http://www.nea.fr/html/rp/chernobyl/chernobyl.html
http://community.cnn.com/cgi-bin/WebX?13@@.eeb3f83

**In the Headlines: Unhealthy Air**

1. How many wildfires continue to blaze in the U.S.? Which U.S. states are being affected by the wildfires? How long are the fires expected to last? Why? How much land has been consumed by the wildfires? How is wildfire smoke affecting the people of Montana?
2. What fire related pollutants are contaminating the air in Montana? How are people in Montana trying to protect themselves from smoke related health problems? Do you think these efforts will work? Why or why not?
3. What is smog? How is smog different from wildfire smoke and other types of air pollutants? Describe the conditions that are conducive to smog formation. What is a smog alert? What has prompted the recent smog alert in several major U.S. Southern cities? Why are children particularly vulnerable to smog?
4. To illustrate how particulate air pollution is affecting your students' environment, have them wash the outside of a window that is easy to reach. A few days later, have them wipe the same window with a clean tissue. Discuss possible reasons why the window became dirty.
5. Inform students that according to researchers at Harvard University's School of Public Health, "Air pollution from the combustion of fossil fuels (oil, coal, and natural gas) in cars, trucks, and power plants, is killing roughly 60,000 Americans each year." Have groups of students consult online resources and medical professionals to learn more about the health dangers that are associated with polluted air. After groups share their findings, ask: If people do not take action to reduce air pollution, what diseases and problems are we likely to see more of in the future?

**LINKS:**
http://www.cnn.com/2000/US/08/20/wildfires.01/index.html
http://www.cnn.com/WEATHER/storm.center/
http://www.fema.gov/
http://www.fs.fed.us/
http://rockyweb.cr.usgs.gov/wildfire/
http://www.epa.gov/
http://www.igc.org/wri/wr-98-99/airpoll.htm

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**EDITOR'S NOTE:**
command vessel
escape hatch
radioactive
Chernobyl
Cold War
smog
particular matter
EPA

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## DAILY DESK

### Environment Desk: Coddled Condor

1. What has happened to many California condors released through endangered species conservation efforts? How were these birds treated in captivity? How did scientists maximize the number of new condors produced by the existing population? What side effects occurred as a result of their methods?

2. What new threats do recently released condors face? Why? What steps do you think scientists could have taken to avoid the current situation? What do you think could be done now to increase the condor's population while keeping the captive condors undomesticated?

3. When scientists intervene in nature on behalf of an endangered animal species, sometimes they end up doing more harm than good. This is due to what some scientists call "human contamination," in which humans working with an animal population inadvertently domesticate or habituate the animals to their presence. This is the argument many naturalists have against public zoos. Working in small groups, have your students investigate the recovery plans of endangered species and rate them on a scale of 1 to 5, with 1 signifying the least amount of human contamination and 5 signifying the most. Have each group justify its rating and make alternative recommendations for lessening that plan's human contamination. Share the recovery plans, ratings and recommendations, and determine which recommendations could be useful in the case of the California condor.

**LINKS:**
http://endangered.fws.gov/
http://www.tpwd.state.tx.us/nature/endang/usendang.htm
http://aza.org/Programs/SSP/ssp.cfm?ssp=18
http://endangered.fws.gov/RECOVERY/RECPLANS/Index.htm
http://www.schoolworld.asn.au/species/species.html

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**EDITOR'S NOTE:**
endangered species
human interaction
reintroduction program

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## WORLDVIEW

### Around the World: The Sixth Extinction

1. What do the tiger, rhinoceros, blue whale and panda all have in common? How does their dilemma compare to what scientists are predicting could happen over the next 50 to 100 years?
2. What evidence supports the claim that the Sixth Extinction is "no wild theory"? What has happened in previous mass extinctions? How is the Sixth Extinction different from its predecessors? Who or what is responsible for the Sixth Extinction? Explain how human action is threatening half the species on the planet.
3. Generally speaking, where are most mass extinctions taking place? What is a "hot spot"? According to one study mentioned in the video, how many hot spots are there worldwide? How much of the earth's area falls into the hot spot category? What fraction of the earth's animal species is sheltered there? What kind of habitat is most threatened?
4. How could mass destruction in the world's rain forests have long-term repercussions? According to scientists, what must be done to prevent the Sixth Extinction, and how soon must humans act? Some scientists believe there is a powerful moral argument that could bring all nations together to deal with this biodiversity crisis. What is that argument? Do you think the governments of most nations would agree with this thinking? Explain.
5. In the video, Janet Abramowitz says, "One of the sad parts of this extinction is that we are losing in essence pages and volumes from nature's library before we even had a chance to know the title of these books, much less to know their contents and importance." Read this quote to students, then generate a class discussion to analyze what the speaker means. Then challenge your students to learn more about little-known species in the plant and animal kingdoms. Divide the class into small groups, and have each group locate a species that is relatively unknown to most people. Direct groups to conduct research to learn more about their chosen species. Have each group make a formal presentation of its findings, including sharing photos or illustrations of its species and information on possible health or other benefits the species could offer humankind.
6. Point out to students that the video refers to the "intricately-woven web of life." Discuss this concept and the related claim that pulling out too many "threads" causes the entire "fabric" to "disintegrate." Then have each student select any one species and research its habitat and place in the ecosystem. Direct each student to create a diagram or chart that illustrates this species' place in the food web, and how its disappearance would impact the rest of the web. Have students share their work. Conclude by having students write essays comparing the biodiversity of earth's ecosystem to a finely-woven tapestry.
7. In this video we learn that the Sixth Extinction is not happening because of an external force, but directly due to the actions of humans. One scientist has characterized the human species, Homo Sapiens, as "the exterminator species." Do students agree or disagree with this label? Have students work in groups to learn more about efforts to prevent mass extinction. Then lead a class discussion centered on these questions: If humans are the cause of the Sixth Extinction, can they also be the solution? What actions are underway to prevent this mass extinction? What more must be done? Do students believe the Sixth Extinction will actually occur? Why or why not?

**LINKS:**
http://www.nationalgeographic.com/ngm/9902/fngm/index.html
http://www.soton.ac.uk/~engenvir/environment/biodiversity/biodiversity.htm
http://www.amnh.org/science/biodiversity/index.html
http://www.amnh.org/science/biodiversity/extinction/IntroBasicsOngFS.html
http://www-formal.stanford.edu/jmc/progress/biodiversity.html

http://conbio.rice.edu/vl/browse/
http://www.wri.org/wri/biodiv/bri-why.html

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**EDITOR'S NOTE:**
extinction
evolution
aggregate
biological diversity
biosphere

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## NEWS CHRONICLE

### Our World: World Youth Day

1. What is World Youth Day? Where was World Youth Day celebrated this year? How many young people attended the event? What did event organizers do to make sure that "the faith was not lost in the festivities"?

2. Why do you think people make religious pilgrimages? How do you think this year's World Youth Day will impact the Catholic Church, the international community, and those who attended the event?

3. Why are young people important to the Catholic Church? Why do many young Catholics find Pope John Paul II appealing? Do you think this is important? Explain. In your opinion, should churches modernize their images? If so, how? Can this be done without compromising a church's tenets, ideals, and integrity? Explain.

4. Share the following quote that was made during the World Youth Day festivities by Cardinal Bernard Law: "We tend to live in an age that exalts youth, but young people themselves have a much broader vision of human beings." What do you think Cardinal Law means? Have each student write a paper that illustrates the cardinal's assertion. Ask students to consider:
    - why many societies place so much emphasis and value on youth
    - the benefits and drawbacks of exalting youth
    - why the youth of today are important to the future of society
    - what today's youth can do on a personal level to enhance the future of the global community.

   Have students share their papers and discuss.

**LINKS:**
http://www.worldyouthday2000.org/
http://www.cin.org/pope/world-youth-day-2000.html
http://www.vatican.va/phome_en.htm
http://www.cnn.com/2000/WORLD/europe/08/19/rome.youths/

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**EDITOR'S NOTE:**
Vatican
Catholics
World Youth Day
Rome
Pope John Paul II

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# CNN NEWSROOM Guide

**August 22, 2000**

**Biography docudramas are available FREE on Turner Classic Movies. Enroll in TCM BY THE BOOK: LIVES ON FILM for FREE curriculum materials and film taping rights. Fax your name, school address & phone number to TCM (770)739-7085.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:15... 01:15

**TODAY'S NEWS** ... 00:30...01:45

**Top Story** ... 05:15...07:00
-The crew of the Russian sub Kursk is pronounced dead.
-Surviving relatives mourn the loss of the crew.

**In the Headlines** ... 02:05...09:05
Verizon Communications has settled its strike with two-thirds of its union workers.

**DAILY DESK** ... 00:25...09:30

**Health Desk** ... 02:45...12:15
New technologies are revolutionizing the delivery of intensive care medicine.

**WORLDVIEW** ... 00:25...12:40

**Top of the World** ... 02:00...14:40
The Red Cross has been serving those in need for over 130 years.

**Inside Asia** ... 03:30...18:10
Many Mongolian children are living on the streets.

**Around the World** ... 03:10...21:20
Model Claudia Schiffer visits Bangladesh on behalf of UNICEF.

**Information Please** ... 02:30...23:50
Health officials grapple with how to prevent the spread of AIDS in India.

**Turner Website Information** ... 00:45...24:35
Information on the CNN NEWSROOM Daily Classroom Guide

**NEWS CHRONICLE** ... 00:25...25:00

**Democracy in America** ... 02:30...27:30
At Michigan State University, student activists are getting their peers involved in politics.

**CNN NEWSROOM CLOSE** ... 00:30... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Top Story: Russian Sub**

1. Where is the Russian nuclear submarine Kursk stranded? When and how did the Kursk become stranded? How many crew members are on board? Which nations assisted in the rescue mission? What evidence indicates that all of the sub's crew members have died?

2. Why have President Vladimir Putin and Russia's military leaders been criticized for their reaction to the situation? What, if anything, should they have done differently? How do you think these criticisms affect the morale of Russia's military?

3. Why do you think no one has yet to accept responsibility for the deaths of the sub's crew? Do you think it is necessary to assess blame for the tragedy? If so, who do you think is at fault for the deaths of the 118 men?

4. Why were many of the crew's family members taken to Murmansk? How have the crew's relatives been affected by the ordeal? Why won't the Russian government be able to financially compensate the surviving family members? Do you think it is important to compensate the families of the crew? If so, what can the international community do to help these individuals? Have students consider the political ramifications of such actions.

5. Do you think it's important that the sub be raised? Explain. Why is the Russian government asking other countries to help pay for this effort? Do you think the international community should finance the raising of the sub? Why or why not?

6. How do you think the crew's family members are feeling at this time? Generate a class discussion about how people experience and deal with grief. The last website below provides useful information about dealing with grief. Invite a mental health professional to talk to your class about the psychological and physiological effects of grief on children and adults, and how to constructively manage this emotion.

**LINKS:**
http://www.cnn.com/2000/WORLD/europe/08/21/russia.submarine.08/index.html
http://www.hazegray.org/worldnav/russia/submar.htm
http://www.nasog.net/warships/sub/Oscar_II_Class.htm
http://www.antenna.nl/wise/486/4829.html
http://sos.golflv.com/grief.htm

**In the Headlines: Verizon Settlement**

1. What is Verizon Communications? Why were workers at Verizon Communications on strike? How many mid-Atlantic union workers continue to be on strike? Why?

2. Refer students to the websites below to learn about how the strike affected consumers, employees and the company. What are the terms of the settlement? After students share their information ask: Do you think the strike was successful? Why or why not?

3. Have students identify local labor issues that have impacted their community. You may want to have students consider issues related to teaching, transportation, or health services. Group students. Have each group select an issue and research:
    - its background

- the positions of the parties involved
- the impact of the dispute on workers, employers, and the community
- whether or not a compromise or settlement has been reached.

Have groups share their findings, and point out any obstacles that have occured and how these obstacles have been addressed. After the presentations, have students identify similarities that exist between the different disputes, including the Verizon Communication strike.

**LINKS:**
http://www.cnn.com/cnnfn/2000/08/21/news/verizon/
http://www.cwa-union.org/news/pr_dynam.asp?id=203
http://www.verizon.com/
http://www.aclu.org/issues/worker/hmwr.html

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**EDITOR'S NOTE:**
escape hatch
atomic-powered
strike
union

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## DAILY DESK

### Health Desk: Remote ICU

1. What is an intensive care unit (ICU)? What type of medical conditions are dealt with in an ICU? How is a remote ICU different from a traditional ICU? In your opinion, what are the benefits and drawbacks of a remote ICU?

2. Have you, or someone you have known, ever been hospitalized in an ICU? If so, describe the experience. What was the environment like in the unit? What types of machines were in use? How were you/they treated by the medical staff? How did you/they feel about being in the unit?

3. Many young people are afraid of hospitals because they are unfamiliar with the environment, or because they are uncomfortable dealing with illness. Invite an ICU nurse or doctor to your class to talk about what it is like to be a hospital patient, in both an intensive care and in a medical/surgical setting. If possible, take your students on a tour of a local hospital. Then, have students design a brochure that could be used to help acclimate other young people to a hospital environment, including an ICU. As a class, develop an outline of the brochure. Group students. Have each group select a section of the brochure, and develop its content and its graphics. Compile the groups' work, and present copies of the brochure to your school's nurse and counselor.

4. Have students research the evolution of medicine during the last century. Have students create a timeline that depicts significant technological innovations and their impact on the practice of medicine, and the nature of the doctor-patient relationship. For example, the Internet is changing how physicians and patients obtain health care information and communicate. After students review the completed timeline, ask them: Why is the relationship between the doctor and patient important? How might computer and wireless technology be used to enhance the delivery of medical services and the doctor-patient relationship?

**LINKS:**
http://www.ic-usa.com/
http://www.nlm.nih.gov/hmd/hmd.html
http://www.ispub.com/journals/IJEICM/Vol1N3/moreICU.html
http://www.medscape.com/
http://mentalhealth.about.com/library/archives/1199/blinternet1199.htm?rnk=r1&terms=internet+doctor+

**EDITOR'S NOTE:**
remote intensive care unit
vital signs
complications

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## WORLDVIEW

### Top of the World: Red Cross

1. What is the mission of the International Red Cross? When was the organization founded? What is the origin of the Red Cross logo? What are the Geneva Conventions and how have they benefited humanity?

2. Refer students to multimedia resources, including the links below, to learn more about the Red Cross. Challenge students to identify, within a set amount of time, as many examples as they can of how the Red Cross has helped, or is helping, people. Write down your students' responses on the board and discuss how individuals and the international community might be affected if the Red Cross and its volunteers did not exist. If possible, invite a representative from a local chapter of the Red Cross to speak to your class about the importance of the Red Cross and volunteerism.

3. Have your students sponsor a day or week of volunteerism. Have students brainstorm a list of volunteer activities that they can do to enhance their school and local community. Group students. Have each group select an activity from the list, and develop a plan for implementing its activity during the period of volunteerism. Instruct students to write essays about their volunteer experiences.

**LINKS:**
http://redcross.org/
http://versaware.kidsreference.lycos.com/getPage.asp?book=FWENCOnline&abspage=\articles\022000a

### Inside Asia: Mongolia Street Kids

1. Where is Mongolia located? In what conditions do Mongolia's street children live? What changes in the economy have created this situation?

2. What is malnutrition? Why are children and babies subject to this condition? To what health problems does malnutrition lead? What are Save the Children and the Canadian Traveling Circus doing to help Mongolia's street children? Do you think these efforts are enough? Why or why not? If not, what else might the international community do to help these children?

3. In the video, we learn that many of Mongolia's street children long for a "normal family life." What do you think constitutes a normal family life? Do you think being part of a family is important? Explain.

4. Have students gather information about life in Mongolia and use it to write short stories from the perspective of a Mongolian street child. Ask them to focus their stories on the conditions in which the children live and their feelings about the future.

**LINKS:**
http://www.savethechildren.org/
http://www.cnn.com/ASIANOW/asiaweek/98/1127/feat5.html
http://www.odci.gov/cia/publications/factbook/mg.html
http://www.undp.org/missions/mongolia/atglance.htm

### Around the World: Bangladesh and Model Schiffer

1. What is UNICEF? What is polio? Why has it been difficult to eradicate polio in Bangladesh? Who is Claudia Schiffer and why is she in Bangladesh? Why do celebrities, such as Ms. Schiffer, work for UNICEF? How do you think UNICEF and its clientele benefit by having celebrities work for the agency?

2. "Begun in 1988, the global initiative to eradicate polio by the end of the year 2000 is spearheaded by WHO, UNICEF and Rotary International." Direct students to the websites listed below to learn about the efforts of these organizations and about polio: the nature of the disease, its causes, history, and the story of the polio vaccination. Next, have each student select a country where polio is still a problem, such as Angola, Ethiopia, Sri Lanka, Turkey, Afghanistan and Bangladesh. Instruct each student to research the status of his/her country's effort to eradicate polio. Then, have each student draft a letter to the leader of his/her country, explaining the importance of promoting systematic inoculations to eliminate polio.

   **EXTENSION:** In class discussion, compare the impact of polio during the earlier part of this century to the AIDS epidemic today. Generate a class discussion about the psychological effects, as well as the physical effects, of a serious disease. How is disease one of the forces that shapes history?

**LINKS:**
http://www.cnn.com/WORLD/asiapcf/9901/17/india.polio/index.html
http://www.unicef.org/
http://www.rotary.org/programs/polioplu/index.htm
http://www.who.int/gpv-polio
http://128.59.173.136/PICO/Chapters/Links.html#Eradication

### Information Please: AIDS Child India

1. What is the difference between HIV and AIDS? How many people in India are HIV positive? How many of India's children are HIV positive? What other factors are jeopardizing the health of India's children? How are these health issues impacting the lives of India's children?

2. Has AIDS affected children in your country? If so, how do these effects compare to how India's children have been affected by the disease? Why do these differences exist?

3. What is the Indian government doing to stop the spread of HIV? Do you think the government's educational campaign will be effective? Why or why not? Why is the Indian government not diverting all of its resources to help India's HIV infected children? What is your opinion of this decision?

4. As a class, discuss the differences between the objectives of prevention and intervention health programs. Group students. Direct each group to multimedia resources to learn more about either AIDS prevention or AIDS intervention programs. Have students examine India's national programs, as well as how international organizations, such as the United Nations and the World Bank, are working to prevent and treat the spread of HIV and AIDS. After groups share their findings, have students consider the cultural, political and economic factors that might threaten the success of a national AIDS prevention or an AIDS intervention program in India. Then, challenge students to identify the best way for the Indian government to distribute its resources to prevent and treat HIV and AIDS.

**LINKS:**
http://www.cnn.com/2000/HEALTH/AIDS/07/13/aids.orphans/sidebar/index.html
http://www.unaids.org/
http://www.who.int/asd/first.html

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**EDITOR'S NOTE:**
rickets
UNICEF
AIDS
Bangladesh
Red Cross
polio

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## NEWS CHRONICLE

### Democracy in America: Student Bureau: Voter Apathy

1. When did 18 year olds in the U.S. get the right to vote? Why are fewer and fewer 18 year olds exercising their right to vote? What have student activists been doing at Michigan State University to get their peers involved in politics? Why is it important that young people vote?

2. According to the video, what issues are important to young voters? Are these issues important to you? Why or why not? Have small groups of students prepare presentations about the presidential candidates' positions on these issues. As each group presents its information, create a chart that compares the platforms of Vice President Al Gore and Governor George W. Bush. Then poll your students to find out which presidential candidate they would vote for and why.

3. Young voters do not have a monopoly on voter apathy. Point out to students that in the last presidential election in the U.S. (1996), less than half of the registered voters cast ballots. In fact, turnout fell below 50% for the first time since 1924. Then ask students to consider the consequences of a non-participatory electorate in a democratic system. Have each student write an essay on the dangers of apathy in a democratic society. Who makes the rules and determines leadership when most voters do not care? How might this alter a nation's political, economic and social climate?

**LINKS:**
http://cnn.com/ALLPOLITICS/
http://www.libertynet.org/yamerica/groups.html
http://ncec.org/links/guides.html#voting
http://www.vote-smart.org/youthsurvey.phtml?checking=/

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**EDITOR'S NOTE:**
apathy
presidential election
Michigan State University
value system

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# CNN NEWSROOM Guide

**August 23, 2000**

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## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:30... 01:30

**TODAY'S NEWS** ... 00:40...02:10

**Top Story** ... 06:50...09:00
-A new report assesses the current e-readiness of 42 developing nations.
-India is taking steps to become a major player in the global digital economy.

**DAILY DESK** ... 00:40...09:40

**Business Desk** ... 02:50...12:30
New technologies similar to Napster are surfacing on the Internet.

**Business Desk Extra: Comic Book Goldmine** ... 02:20...14:50
Collectors are paying big bucks for some rare comic books.

**Turner Website Information** ... 00:45...15:35
Information on the CNN NEWSROOM Daily Classroom Guide

**WORLDVIEW** ... 00:40...16:15

**Inside North America** ... 03:00...19:15
California's Miwok Indians are trying to reclaim official tribal status.

**Taking Care of Business** ... 03:20...22:35
Nigerian model Oluchi is admired for her style and attitude.

**Business Brief: Russia Chicken Caviar** ... 02:40...25:15
Russian food scientists have developed chicken caviar.

**NEWS CHRONICLE** ... 00:25...25:40

**Our World** ... 01:45...27:25
Additional firefighting crews have been sent to Montana.

**CNN NEWSROOM CLOSE** ... 00:35... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

## TODAY'S NEWS

### Top Story: Internet Ready

1. What is a "developing country"? Developing nations comprise what percentage of the world's population? What was the purpose of the "e-readiness" study? What five criteria were used to rank the e-readiness of the 42 developing nations? Which nations scored the highest? Which nations scored the lowest? Why? Why are the study's findings important to the global community?

2. Refer students to the second website below to learn how India ranked in the e-readiness study. Then have students review the steps that India is taking to become a major player in the digital economy. What obstacles exist? How are Indians dealing with these obstacles? Why does a "digital divide" exist in India? If you were an owner of a private Internet service, would you invest money to help India establish its Internet infrastructure? Why or why not? Do you think India will become a global e-player? Explain.

3. What is the origin of the Internet? Refer students to library resources, and the fifth website below, to create a timeline of the history of the Internet. Have students consider the introduction of communication protocols, personal computers, the World Wide Web, the stock market and e-commerce. After students complete the timeline, have them identify how the Internet has transformed the world economy. You may want to refer students to the last website below to investigate how the infrastructure of the Internet has impacted international e-commerce.

4. What is the digital divide? According to Carlos Primo Braga of the World Bank, though many people believe that the Internet impacts everything, "the reality is that 42% of the world's population over the age of 15 have never made a phone call...and 1.2 billion people around the world live on less than one dollar per day." What point do you think Mr. Braga is trying to make? Challenge students to identify the inequities that exist between industrialized and developing nations that contribute to the digital divide.

5. Why is it important to both industrialized and developing nations that all nations have access to the Internet? Have students consider the effects of the Internet on education, businesses, health and science. Then refer students to online resources to investigate the benefits and drawbacks of opening information markets in developing countries. Will opening these markets create opportunities, or will they increase the information gap between rich and poor countries? Explain.

6. According to the study, what should developing countries do to become participants in the global digital economy? Challenge your class to brainstorm a list of ways that international agencies and industrialized nations can help bridge the digital divide. Then, refer small groups of students to multimedia resources, including the websites below, to learn what the international community is actually doing to help developing nations become e-players. Have groups share their findings and discuss.

**EXTENSION:** Inform your class that "more than half of the developing nations lack the basic infrastructure needed for an online economy to flourish." Challenge students to prioritize the steps that the international community should take to enable developing nations to become e-ready.

**LINKS:**
http://www.cnn.com/2000/TECH/computing/08/22/ebusiness/index.html
http://www.cnn.com/interactive/tech/0008/ereadiness/frameset.exclude.html
http://www.unesco.org/webworld/infotech/icttel.htm
http://www.undp.org/comm/
http://www.forthnet.gr/forthnet/isoc/short.history.of.internet
http://www3.sn.apc.org/africa/
http://www.isoc.org/inet99/proceedings/1e/1e_2.htm
http://www.iitf.nist.gov/eleccomm/ecomm.htm#telecomm

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**EDITOR'S NOTE:**
fiber optic cable
connectivity
monopoly
infrastructure
digital divide
technology education
cyber laws

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**DAILY DESK**

**Business Desk: Napster: What's Next?**

1. What is Napster.com? What does Napster.com enable websurfers to do? What is the status of the legal battle between Napster.com and the recording industry? Why do you think this case is significant?

2. What is Scour.com? How is Scour.com similar to, and different from, Napster.com? Refer students to the last two websites below to learn more about Internet companies that offer music, image and movie file exchanges. What are the benefits and drawbacks of these companies for artists, the entertainment industry and Internet users? How do you think the outcome of the Napster.com and Scour.com cases will affect these companies and the future of music, image, movie and software file exchanges?

3. According to the video, what future online technologies could pose a threat to artists and the entertainment industry? How are these technologies different from Napster.com? Do you think these future online technologies should be regulated? Why or why not? If so, what regulations should be instituted?

4. Have students consult the Internet or other resources to learn more about copyrights and their role in protecting music and other artistic creations. Share student findings. What is "intellectual property"? How is it different from one's personal property? Have each student write a position paper about whether or not he/she believes that downloading music without paying for it is "stealing." Have students share their papers and discuss.

**LINKS:**
http://www.cnn.com/2000/TECH/computing/08/22/napster.reacts.idg/index.html
http://www.riaa.com/
http://www.mpaa.org/
http://www.whatiscopyright.org/
http://www.zdnet.com/products/stories/pipreviews/0,8827,258243,00.html

**Business Desk Extra: Comic Book Goldmine**

1. According to the video, which comic books are currently worth hundreds or thousands of dollars? How much would you have paid for the "X-Men Number One" comic book in 1962? What is one of these books in good condition worth today?

2. How do collectors trade their items? How are online auction houses making it easier and more lucrative for collectors to buy and sell? In what way might current trends in entertainment help boost the value of a comic book collection?

3. Use this opportunity to familiarize students with the concept of "value." What makes something "valuable"? Have students consult an economics textbook or the first website below for an economic definition of "value." Most economists agree that for something to be valuable, it must

have "worth, desirability, or utility." Discuss how circumstances like scarcity also impact value. Ask students to consider: If you were stranded on an island, why would matches suddenly become more valuable to you? How does this kind of value differ from what is commonly known as "market value," or price? Discuss.

4. Why are collections valuable? How are their values determined? Ask students who have collections to describe their collections and explain why they collect these items. Then ask them if they buy and sell items for their collections, and if so, how they determine what they will pay for these items. Have groups of students conduct research to find published or online guides for collectibles. Have each group choose one pricing guide and read it to learn more about the varying values of the collectibles and the factors that influence these values. Direct each group to present a summary of its findings. How might the return on investment for collectibles compare to that of other investments? What collectibles do students think would make the best investments? Why? Discuss.

   **EXTENSION:** Collectibles are categorized as "non-financial assets." Are there downsides associated with these kinds of assets? Discuss the risks associated with investing in collectibles and other non-financial assets.

**LINKS:**
http://www.investorwords.com/
http://www.autographsofamerica.com/e-whatmakesautovaluable.html
http://www.historybuff.com/primer.html
http://www.virjewel.com/Custom/Pages/colstn.html
http://www.cbc4kids.ca/general/kids-club/money-matters/1999-10/talking-money/default.html
http://www.investock.com/articles/other/2.shtml
http://www.sbpa.csusb.edu/mvaziri/my2/tsld060.html

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**EDITOR'S NOTE:**
demand
online auction houses
lucrative
stock market
injunction
Scour.com

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## WORLDVIEW

### Inside North America: Miwok Indians

1. What area of the U.S. is home to the Miwok Indians? How many other Indian tribes exist in California? How did the California Rancheria Act of 1958 affect California's Indians? What type of recognition are the Miwok Indians seeking from the U.S. government? What is the status of the Miwok's request?

2. Ask students to define the term "sovereignty." Refer students to the websites below to examine the history of American Indian sovereignty, and how tribal governments are distinct. After students discuss their findings, have them consider how American Indians have benefited from the Indian Gaming Regulatory Act of 1988. Why are some people opposed to the act? Do you think the Miwok Indians should have included an anti-gaming clause as part of their request for tribal recognition? Why or why not?

3. Refer groups of students to the websites below to learn more about the history of the Miwok Indians, including the impact of European settlers, and why the Miwok Tribe was relocated to a reservation in the 19th century. Have students share their findings. Discuss the physical and emotional impact of the tragedies that the Miwok Indians experienced. Consider how these

tragedies affected their people and their culture. Then, have students debate whether or not the U.S. Senate should approve the tribe's request for tribal recognition.

**LINKS:**
http://www.cnn.com/2000/US/07/12/miwok.reservation/index.html
http://www.mip.berkeley.edu/cilc_images/bibs/maps/tribemap.gif
http://mariposa.yosemite.net/woodland/miwok.htm
http://www.sanmanuel.com/Nigc.html
http://www.doi.gov/bureau-indian-affairs.html
http://www.americanwest.com/pages/indians.htm

**Taking Care of Business: Oluchi Profile**

1. Who is Oluchi Onweagba? Which country is she from? How did Oluchi become a model? Why is she admired by many of her colleagues?

2. Challenge students to create a list of the political, economic, and cultural differences between Nigeria and the U.S. Then ask students to consider the challenges that Oluchi has had to deal with while acclimating to living in the U.S. What do students think Oluchi means when she says that she "couldn't have climbed to the top without her family"?

3. How do you define beauty? Have students consider both physical beauty and inner beauty. Why do you think many people place so much emphasis on physical beauty? How does physical beauty influence people's perceptions of others?

4. Point out to students that the standard of physical beauty differs among cultures. What factors do you think influence people's perceptions of beauty? Group students. Challenge each group to select a country and prepare a multimedia presentation that depicts the beauty ideal of that country. Have each group identify individuals that its country's people consider to be beautiful. After the presentations, ask students: How do the standards of physical beauty differ between countries? Why?

**LINKS:**
http://www.cnn.com/2000/STYLE/fashion/08/03/oluchi.model2/index.html
http://www.mnet.co.za/faceofafrica/

**Business Brief: Russia Chicken Caviar**

1. What is caviar? What factors have contributed to the decline in Russia's production of black caviar? What type of product has been created to replace Russian black caviar?

2. What is the difference between the cost of chicken caviar and sturgeon caviar? Why do you think chicken caviar costs considerably less than sturgeon caviar?

3. Refer groups of students back to the video and to library resources to consider how businesses, the sturgeon's ecosystem and consumers would be affected if Russia's sturgeon population were to become extinct. Have students draw upon their research to create a web that illustrates their findings and the relationship between these systems.

4. What is a natural resource? Have students generate a list of ways that people use natural resources in their daily lives, such as using gasoline for cars or water for washing clothes. Direct each group to select an example from the list, and prepare a presentation about the status of the natural resource and the different factors that threaten its existence. Have students identify how people would be affected if they were no longer able to carry out the daily activity. Ask each group to propose an alternative way to carry out the activity in the event the natural resource was depleted. After the presentations, have students discuss what is being done, or what could be done, to get people to modify their lifestyles to protect the environment.

**LINKS:**
http://www.wines.com/caviar/pearls.html
http://www.cnn.com/2000/FOOD/news/08/04/russia.caviar.ap/index.html
http://www.nrcs.usda.gov/

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**EDITOR'S NOTE:**
Miwok
tribe
Nigeria
caviar
Russia

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**NEWS CHRONICLE**

**Our World: Montana Firemen**

1. How has the state of Montana been affected by the wildfires? How many crews of firefighters have recently been sent to Montana? What percentage of these firefighters are college students? Do you think their efforts will be successful? Why or why not?

2. Refer students to the websites below to learn more about the Western wildfires and the methods that firefighters are using to combat these blazes. Challenge students to identify why fighting these fires has been so difficult. How is combating a wildfire different from fighting other types of fires?

3. Invite a local firefighter to your class to explain the skills and education necessary to become a professional firefighter, as well as the benefits and drawbacks of the profession. Discuss how preparation for a career as a firefighter might also prepare a person for the challenges of everyday life.

**LINKS:**
http://atlas.faytech.cc.nc.us/edprog/coned/fireresc.htm
http://www.adoyle.com/iafflinks.htm
http://www.fs.fed.us/fire/news.shtml
http://www.firefighting.org/
http://www.cnn.com/2000/US/08/22/wildfires.03/index.html

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**EDITOR'S NOTE:**
firefighter
wildfire
Montana

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# CNN NEWSROOM Guide

**August 24, 2000**

**Show your students how others have developed ideas, communicated and altered the course of history! Enroll now in TCM BY THE BOOK by faxing your name, school address, and phone number to TCM at (770) 739-7085.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:20... 01:20

**TODAY'S NEWS** ... 00:35...01:55

**Top Story** ... 05:40...07:35
-The U.S. government releases guidelines for stem cell research on human embryos.
-Stem cell researchers respond to the new guidelines.

**DAILY DESK** ... 00:20...07:55

**Science Desk** ... 02:35...10:30
Residents of South Florida prepare for Hurricane Debby.

**Science Desk Extra: Hurricane House** ... 02:25...12:55
Experimental hurricane proof houses are being built in Florida.

**WORLDVIEW** ... 00:25...13:20

**Communication Transformation: P.C. Obsolete** ... 03:05...16:25
New wireless technology could change the way people access information and communicate.

**World of Science: Malaria Mosquito** ... 03:00...19:25
Transgenic mosquitoes could be used to stop the spread of malaria in the near future.

**Information Please** ... 00:45...20:10
Scientists have identified a gene that plays a major role in weight gain.

**Check it Out** ... 02:50...23:00
Robert Poggio overcomes personal adversity to set a bicycle endurance record.

**Turner Website Information** ... 00:45...23:45
Information on the CNN NEWSROOM Daily Classroom Guide

**NEWS CHRONICLE** ... 00:20...24:05

**Student Bureau** ... 03:30...27:35
Food allergies among children are on the rise.

**CNN NEWSROOM CLOSE** ... 00:25... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Top Story: Stem Cell Guidelines**

1. What are stem cells? What is an embryo? Why are embryos essential to stem cell research? What medical discoveries have been made using stem cells from mice? What diseases might be cured by the use of stem cells? Why is stem cell research on human embryos controversial? How do you feel about using human and mouse embryos for stem cell research?
2. What is the status of stem cell research in the U.S.? Why has the U.S. government published new guidelines that govern federally funded stem cell research? Have students review the federal guidelines that are outlined in the news story. What ethical standards do you think these guidelines promote? How do you think these guidelines will impact the future of stem cell research?
3. What is "bioethics"? Generate a class discussion about the field of bioethics. What are the social implications of stem cell research? How are these issues similar to the issues associated with cloning? In your opinion, what types of safeguards, if any, should be instituted to ensure that this information is not misused?
4. Divide your class into two groups to debate whether or not federal money should be used to fund research involving human embryos. Have students consider the ethical and medical issues involved, and how developing this technology would impact society.

**LINKS:**
http://www.cnn.com/2000/HEALTH/08/23/stem.cells.02/index.html
http://www.cnn.com/2000/HEALTH/08/22/ethics.matters/
http://bioethics.gov/pubs/executive.htm
http://www.ampef.org/index.htm
http://research.mednet.ucla.edu/pmts/
http://www.medlib.iupui.edu/osca/smoath.htm

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**EDITOR'S NOTE:**
stem cell
embryo
bioethics
fertility
transplantation

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### DAILY DESK

**Science Desk: Hurricane Preparations**

1. How are residents of coastal Florida preparing for Hurricane Debby? Why are residents of the Florida Keys particularly vulnerable when hurricanes strike? Why do you think people choose to live in South Florida even though the region is prone to hurricanes?
2. What is the difference between a hurricane watch and a hurricane warning? Challenge groups of students to use the Internet and other resources to compare Hurricane Debby's current status (e.g., strength, size, projected path) to that of other hurricanes that have occurred on the Atlantic Coast in recent years. Have each group display its information graphically, using either charts or illustrations.

3. What other natural disasters compare to hurricanes in terms of danger and destruction? Is the area in which you live susceptible to any of these occurrences? How are you instructed to prepare for them in order to protect yourself? Assist students in learning how local authorities inform residents of impending disaster and the precautions they should take.

4. Direct students to pay attention to the predictions of hurricane Debby's next move, and follow broadcasts as the storm progresses. How accurate were the predictions? Have students read through some of the hurricane websites to better understand how scientists predict hurricanes. Why are hurricanes not completely predictable?

**LINKS:**
http://www.cnn.com/2000/WEATHER/08/23/storm.debby.05/index.html
http://www.cnn.com/WEATHER/storm.center/
http://www.nws.noaa.gov/
http://www.hurricanehunters.com/
http://fla-keys.com/news/
http://www.fema.gov/

**Science Desk Extra: Hurricane House**

1. What is the purpose of the hurricane house pilot program? Where is the program located? Which organizations are sponsoring the program? Why is this program important? How are "fortified homes" different from traditional homes in Florida? Do you think the additional cost of owning a fortified home is worth the price? Why or why not?

2. Use this news story to introduce students to the profession of civil engineering. (A civil engineer is a person who is trained in the design and construction of public works.) Refer small groups of students to the links below to learn about the field of civil engineering, and how the field is linked to different facets of everyday life. Have students also identify the education required to become a civil engineer, and the professional opportunities that exist within the field. If possible, have students interview a civil engineer to learn about the highlights of his/her career, and how the field has changed over the years. Have students share their findings and discuss.

3. What are building codes? Why are they important? Invite a government civil engineer or building inspector from your community to speak to your class about the construction of their school. Ask the speaker to talk about the building codes, safety and structural issues that were taken into account when the school was built.

**LINKS:**
http://www.discoverengineering.org/eweek/Engineers/civil_engineering.htm
http://www.ce.ufl.edu/
http://www.bocai.org/about_boca.htm

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**EDITOR'S NOTE:**
Hurricane Debby
Florida Keys
Hurricane Floyd
pilot program
building code

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**WORLDVIEW**

**Communication Transformation: P.C. Obsolete**

1. What is Wireless Application Protocol (WAP)? What are some of the different devices that use WAP? How are wireless devices different from personal computers?
2. Why do you think that wireless technology is developing at such a rapid pace? What are the similarities between the evolution of television and the evolution of personal computers? Do you think personal computers will become obsolete? Why or why not?
3. What are some of the current uses for computers and wireless technologies? Have students keep logs for one week in which they note how often computers and wireless devices are used in their daily activities. At the end of the week, have students compare and contrast their findings. Discuss how wireless technology is impacting individuals and society.
4. Point out to students that according to the video, future WAP technology could "create an innovative way for people to think and work outside of the box." Have each student select a type of handheld digital wireless device that will eventually use WAP technology, such as mobile phones, pagers, two-way radios, smartphones, or communicators. Then challenge each student to write a brief essay that describes a scenario in which the device could be creatively used to enhance people's lives. Have students consider the different types of services that could be accessed using WAP. Have students share their essays and discuss.

**LINKS:**
http://www.wapforum.org/
http://cnnfn.cnn.com/1999/04/01/technology/telephony_wireless/
http://cnnfn.cnn.com/2000/06/08/technology/q_tg_wireless/
http://cnnfn.cnn.com/1999/11/16/technology/ibm/

### World of Science: Malaria Mosquito

1. What is malaria? How is it contracted? How many people each year die from malaria? Of these deaths, how many are children? Where is malaria most prevalent in the world? Why do you think these nations are most vulnerable?
2. Discuss the transmission and health impacts of malaria. Ask students: What other consequences can result from an epidemic? List and then discuss the consequences that a malaria epidemic can have for the economic, social and political health of a developing nation.
3. What new method is being developed to fight malaria? How does gene manipulation of a mosquito work? In what way is this method of fighting malaria different from other approaches? Why are some people opposed to using genetically altered mosquitoes to treat malaria?
4. Divide your class into groups to research the benefits and drawbacks of the different methods for treating and stopping the spread of malaria, including drugs, pesticides, the elimination of swampy breeding grounds, and the potential use of vaccines and transgenic mosquitoes. After students present their findings, discuss whether or not transgenic mosquitoes should be used to combat the spread of malaria.

**LINKS:**
http://www-micro.msb.le.ac.uk/224/Malaria.html
http://www.wehi.edu.au/MalDB-www/who.html
http://www.niaid.nih.gov/dmid/malaria/malaria.htm
http://www.malaria.org/whatismalaria.html
http://www.cdc.gov/travel/malariadrugs.htm

### Check it Out: France Backwards Cyclist

1. Who is Robert Poggio? What was his recent athletic accomplishment? What type of physical and

emotional difficulties did Mr. Poggio overcome before he took on his own personal "Tour de France"?

2. In the video, Mr. Poggio asserts that, "When you really want something strongly enough you can achieve it." Ask students whether or not they agree with Mr. Poggio. Have them cite examples from their own lives, or from the lives of others, to illustrate their views.
3. Generate a class discussion about how Mr. Poggio's athletic achievement sends a message to people who struggle with physical or emotional difficulties. How do people dealing with adversity draw strength from the accomplishments of others? Challenge students, working in small groups or independently, to find and interview a person who has overcome physical or emotional adversity to achieve a personal goal. Each day, begin the class by having one student or group share its interview and discuss how this account is inspirational.

**LINKS:**
http://www.letour.fr/
http://www.exploratorium.edu/cycling/index.html
http://www.rolemodel.net/

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**EDITOR'S NOTE:**
parasite
transgenic
gene manipulation
resistant
Finland

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**NEWS CHRONICLE**

**Student Bureau: Food Allergies**

1. Which eight foods are responsible for 90% of all food allergies? What are some of the symptoms of food allergies? Why are children particularly susceptible to food allergies? Why has there been an increase in food allergies among children? What are the benefits and drawbacks of using epinephrine to combat allergic reactions?
2. If any of your students have food allergies, ask them to share their experiences with the class. How is being allergic to certain foods affecting their lives?
3. For three days, have each student keep a log of the different foods they eat that contain either milk, eggs, fish, shellfish, soy, wheat, tree nuts or peanuts. Direct each student to identify which of the eight foods they consumed most often. Then have students consider how they would have to modify their eating habits and lifestyles if they were suddenly allergic to the food.
4. Have your class create an allergy-free cookbook that would appeal to kids. Challenge each student to create or locate a recipe for a main dish or dessert that is made without one or more of the eight allergy causing foods. Have students prepare their recipes and sample each other's creations. Then assemble the cookbook and distribute copies to your school and local libraries.

**LINKS:**
http://www.foodallergy.org/
http://www.geocities.com/EnchantedForest/Glade/2715/allergies.html
http://www.aaaai.org/
http://www.angelfire.com/sys/popup_source.shtml?Category=

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**EDITOR'S NOTE:**

food allergy
soy
epinephrine

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# CNN NEWSROOM Guide

**August 25, 2000**

**Is it time to reenroll in CNN NEWSROOM? Call 1-800-344-6219. Or reenroll online at http://turnerlearning.com/newsroom/enroll.html.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:30... 01:30

**TODAY'S NEWS** ... 00:50...02:20

**Top Story** ... 09:00...11:20
-CNN looks at the history of hurricanes in the U.S.
-Hurricane Hunters are the heroes of hurricane forecasting.

**DAILY DESK** ... 00:45...12:05

**Editor's Desk** ... 02:45...14:50
Political impressionism has become a dying art form in the U.S.

**WORLDVIEW** ... 00:45...15:35

**Culture Watch** ... 01:00...16:35
Lava lamps are making a comeback.

**One World Habitat: Arctic Ice** ... 06:00...22:35
New data suggests that Arctic ice is melting at an alarming rate.

**NEWS CHRONICLE** ... 00:45...23:20

**Crash Test Dummies** ... 03:55...27:15
Crash test dummies enable engineers to produce safer cars.

**CNN NEWSROOM CLOSE** ... 00:45... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

### Top Story: Hurricane Season

1. What is a hurricane? What were the most costly and deadly hurricanes in U.S. history? How did Hurricane Debby compare to other hurricanes that have hit the U.S. during the last 100 years?

2. What are "Hurricane Hunters"? What type of information do Hurricane Hunters collect? Why is this

information important? What are the risks associated with this type of work? Does this type of work appeal to you? Why or why not?

3. Refer students to the seventh website below to learn more about the history of Hurricane Hunters and hurricane forecasting. Have students identify the skills and education that are needed to do this work. After students have shared their findings, direct them to the last website below to take a "Cyberflight" into the eye of a hurricane. After students have experienced the simulation, challenge them to find out why the eye of a hurricane is calm.

4. The Category 4 Hurricane of 1900 killed more than 8000 people in Galveston, Texas. In those days, there was little advance warning for hurricanes. How has modern technology enabled us to prepare for hurricanes and protect life and property? Refer students to the websites below to learn more about forecasting technologies, like satellite imagery. Challenge students to cite specific examples of how these technologies have helped to minimize the damage caused by hurricanes. Why is hurricane forecasting still not an exact science? What advances do students think they will see in their lifetimes that may reduce the human, environmental and economic costs of hurricanes? Discuss.

5. What areas of the world are most susceptible to hurricanes? Why? Do you live in an area that is vulnerable to hurricanes? If so, is your community prepared to deal with a hurricane? Explain. As a class, have students compile a list of things that they can do to prepare for a hurricane, such as planning an escape route, turning off electricity, and stocking emergency supplies.

6. Send your students on a multimedia scavenger hunt to learn more about hurricanes. To help guide their research, ask them to locate the answers to the following questions:
   1. What regions of the world are most susceptible to hurricanes?
   2. When is hurricane season?
   3. How does a hurricane develop?
   4. What are the different classifications of hurricanes?
   5. What are the differences between a tropical depression, tropical storm, and a hurricane?
   6. What is the most violent part of the hurricane?
   7. What factors "feed" a hurricane and make it stronger?
   8. What factors tend to make a hurricane lose intensity and fall apart?
   9. Why are some hurricanes more dangerous than others?

   After students share their information, have groups of students create posters to educate their peers about hurricanes. Display the posters in your school library.

**LINKS:**
http://www.nhc.noaa.gov/
http://www.cnn.com/WEATHER/storm.center/index.html
http://www.weather.com/weather_center/storm_watch/
http://ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/hurr/grow/home.rxml
http://typhoon.atmos.colostate.edu/forecasts/2000/august2000/
http://www.met.tamu.edu/weather/warning.html
http://www.hurricanehunters.com/
http://www.hurricanehunters.com/cyber1.htm

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**EDITOR'S NOTE:**
hurricane
eyewall
barometric pressure
tropical cyclone
ocean swells

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**DAILY DESK**

### Editor's Desk: Political Impressionists

1. What is an impressionist? What kind of impressions does Jim Morris do? Who are some of the political personalities he imitates?
2. Who is Vaughn Meader? Who was the subject of his work as an impressionist? What happened to his career when President John Kennedy was assassinated? Who are some of the political impressionists of previous generations? Why have political impressionists all but disappeared in recent years?
3. Political impressionist Jim Morris says that one reason there aren't many impressionists like him left is because "...there's no focus, the only time we focus as a people is when there's a sensational trial, a national election, or a natural disaster which is unfortunate." Do you agree or disagree with him? Explain.
4. What do you think of Jim Morris' impressions? Do you enjoy watching him? Do you find his humor appropriate or disrespectful? Explain. Why do you think there are few comedians left who do political impressions?
5. What other forms of political humor help us to see the lighter side of government? Send students on a comic scavenger hunt to find other examples of political humor. They might find examples of political satire, cartoons, or folk humor, like that of Will Rogers, who once said, "Politicians do not have an easy life. Somebody is always interrupting it with an election." Have students present their examples. Challenge them to come up with their own examples of political humor in time for Election 2000.

**LINKS:**
http://www.comediansusa.com/political/index.html
http://politicalhumor.about.com/comedy/politicalhumor/msub14.htm
http://www.speaking.com/speakers/jimmorris.html

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**EDITOR'S NOTE:**
impressionist

political humor

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## WORLDVIEW

### One World Habitat: Arctic Ice

1. Why have thousands of people spent years conducting research at the North Pole? Why did the U.S. and Soviet militaries spend so much time measuring the Arctic ice? What happened to their data?
2. Who is Dr. Drew Rothrock? What measurements of Arctic ice did he compare? What did he learn from this comparison? What was his reaction? What global effects could result from continued melting of Artic ice?
3. What reason do many scientists give for polar ice thinning? Does Dr. Rothrock agree with them? Explain. What could be behind the dramatic shift in the winds around the North Pole? Who controls access to the information that could help Dr. Rothrock make this determination? Do you think the U.S. Navy should release the rest of its data? Why or why not?
4. Why doesn't melting sea ice cause rising ocean levels and flooding? Place a bowl of water with

some ice cubes on your desk and have students observe what happens as the ice melts. Discuss the principle of displacement. Then refer students back to the video and the comment that, "If all that melting had been from ice sitting on land...cities like Seattle would have reason to worry." Discuss the reason why this statement is true.

5. What do students think is responsible for the thinning Arctic ice? Have them work in groups to research the phenomenon and possible explanations for it. Have groups share their findings. Have each student write a paper offering his/her hypothesis for the melting Arctic ice and the rationale behind that view.

**LINKS:**
http://aol.wff.nasa.gov/html/graphics_library/aoltm_science_data/icesheet.html
http://www.csmonitor.com/durable/1999/05/20/p17s1.htm
http://washingtonpost.com/wp-srv/WPlate/1999-12/03/1841-120399-idx.html
http://ens.lycos.com/ens/dec99/1999L-12-03-06.html
http://www.carc.org/pubs/v15no5/4.htm
http://www.cis.ec.gc.ca/csu/atlas_99e.html
http://www.cnn.com/2000/NATURE/01/03/arctic.ice/index.html

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**EDITOR'S NOTE:**
lava lamp
Arctic Ocean
ice cap
North Pole
axis
greenhouse gasses

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## NEWS CHRONICLE

### Crash Test Dummies

1. Who are the "members" of the crash test dummy family? How are these dummies being used to improve auto safety? How much does it cost to build a crash test dummy? Why do you think these dummies are so expensive?

2. How have the safety features of cars evolved over the years? Refer students to consumer reports, car manufacturers, and adult drivers over the age of 50, to research the answer to this question. Then as a class, consider how safety features have influenced the styles of cars.

3. What features are important to consider when buying a car? Have each student identify his/her favorite car. Next, direct them to the last two websites below and to auto dealers to find out the safety rating of each car. Have students create a chart that compares the different safety ratings. After students discuss the benefits and drawbacks of each vehicle, ask: Is your initial choice of car still your favorite? Explain.

**LINKS:**
http://www.hwysafety.org/
http://www.hwysafety.org/vehicle_ratings/sfsc.htm
http://www.crashtest.com/

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**EDITOR'S NOTE:**
calibrated
vinyl
steel

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# CNN NEWSROOM Guide

**August 28, 2000**

**Teachers, please note: Due to technical difficulties, today's program is not closed-captioned. We apologize for any inconvenience.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:30... 01:30

**TODAY'S NEWS** ... 01:00...02:30

**Top Story** ... 04:30...07:00
U.S. President Clinton visits Nigeria.

**In the Headlines** ... 02:10...09:10
Fires generated by lightning spark their own weather and more fires.

**DAILY DESK** ... 00:40...09:50

**Environment Desk** ... 02:05...11:55
Scientists experiment with a way to turn nuclear waste into a less toxic substance.

**Turner Website Information** ... 00:45...12:40
Information on the CNN NEWSROOM Daily Classroom Guide

**WORLDVIEW** ... 00:35...13:15

**Around the World** ... 10:00...23:15
Scarcity of fresh water is one of the most pressing issues of this century.

**NEWS CHRONICLE** ... 00:30...23:45

**Our World** ... 02:30...26:15
First Daughter Chelsea Clinton takes on a more visible role.

**CNN NEWSROOM CLOSE** ... 01:45... 28:00

## ----------- CNN NEWSROOM STORIES ------------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Clinton in Africa**

1. What African nation did President Clinton visit this weekend? Who is the new president of this country? Why was his election significant?

2. How was President Clinton received by the people of Ushafa? What is life like in this village? What is the main business there? What did President Clinton promise the Nigerian people when he toured a nearby women's center? Who is accompanying President Clinton on this trip? What is the next stop for the president?

3. What valuable resource can be found in Nigeria? What did President Clinton recommend Nigeria do with the funds generated from oil? How do many think the president's visit will impact Nigeria's international profile? Why do you think a presidential visit can have such profound effects?

4. Among the problems Nigeria's President Olusegun Obasanjo faces is $30 billion in international loans accrued by the country's former corrupt rulers and the HIV menace. Approximately 2.6 million Nigerians between the ages of 15-49 are believed to be HIV positive. Have students work in groups to research information on Nigeria's current government and economy and the challenges to this new democracy. Have each group present its findings. Then, as a class, discuss specific ways that the international community could help Nigeria address these issues. Do students think it is important for the international community to get involved? In the video we hear that domestic support for democracy "rests largely with Nigeria's 120 million people who are measuring the difference democracy will make in their own lives." How do students think Nigerians will measure the value of democracy? Why is it important that democracy measure up to their expectations?

**LINKS:**
http://www.cnn.com/2000/WORLD/africa/08/27/clinton.africa.01.ap/index.html
http://www.cnn.com/2000/WORLD/africa/08/24/nigeria.clintonvisit.ap/index.html
http://206.124.248.65/news/afp/1999/AF991217.html
http://www.nigeria.com/
HTTP://www.sas.upenn.edu/African_Studies/Govern_Political/nigra_dem.html
http://www.geographic.org/maps/nigeria_maps.html

**In the Headlines: Lightning contributes to wildfires.**

1. How does an exceptionally dry summer create a "viscous cycle" of weather? Explain how the cycle occurs. What is the difference between negatively and positively charged lightning? Which is the greater fire hazard? Why?

2. Explain how technology has enabled scientists to learn more about lightning and the fires it starts. Why do you think technology has not enabled scientists to break the cycle of fires generating lightning and more fires?

3. What should you do to avoid being struck by lightning if you're outside during a thunderstorm? Is it safe to talk on the telephone when lightning is nearby? Have students research the answers to these and other concerns about lightning, and share their findings. If thunderstorms are common in your area this time of year, have one student read the class tips for thunderstorm safety during your school's morning announcements, or assist your class in designing an informative brochure on the danger of lightning and how to keep safe when lightning strikes.

**LINKS:**
http://thunder.msfc.nasa.gov/
http://www.naplesnews.com/today/florida/d301346a.htm
http://www.gopbi.com/news/1999/05/21/fire.html

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**EDITOR'S NOTE:**
Nigeria
Bill Clinton
Olusegun Obasanjo
HIV

democracy
invest
infrastructure
dry lightning

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## DAILY DESK

### Environment Desk: Canning the Waste

1. What problem has the nuclear industry never been able to solve to its critics' satisfaction? For what are the fuel rods used? Why are they hazardous to humans? Where are they now being stored? What is the current plan for their long-term disposal?

2. What are the benefits and risks involved in chemically combining radioactive waste with other chemicals? Compare the risk of this process with the risks associated with burying the waste in sealed containers, or leaving the waste in temporary storage facilities and nuclear power plants throughout the U.S. Describe how you think this chemical reaction process would work, bearing in mind that scientists and engineers have to be protected from the radioactive waste at all times.

3. The story suggests that radioactive matter will be made less dangerous by chemically reacting it with other substances to form a more stable compound. Compounds are formed through chemical reactions and have unique properties that are different from the atoms of which they are comprised. For example, hydrogen (H) is a very explosive gas, but when the compound water (H2O)is formed, it is often used to extinguish fires. Have your students form a compound called a polymer by performing the following protocol:
    1. Have students place one-half cup of white "school" glue in a resealable plastic bag.
    2. Have students add a few drops of food coloring to the glue to make it the color they desire.
    3. In a plastic cup, have students mix one quarter cup of water with one quarter cup of Borax. This will form a very mild acid called boric acid.
    4. Have students pour the boric acid into the glue, remove extra air from the bag, and seal.
    5. Have students knead the bag vigorously for 5 minutes, noting the temperature change (by touch) going on in the bag, as well as the changes in texture of the glue/boric acid combination.
    6. Have students open the bag and pour the excess boric acid (liquid) into a plastic trash bag.
    7. Have students remove the contents of the bag and manipulate to find out its unique properties. The contents inside have formed a polymer compound commonly called a "slime" by chemists. The more students handle the compound the harder it will become until it resembles a "superball."

    Discuss the ways that the slime compound differs from both the glue and the boric acid. Have your students infer how this kind of compound formation could work for nuclear waste before transport and burial at Yucca Mountain.

**LINKS:**
http://www.ultranet.com/~jkimball/BiologyPages/M/Mixtures.html
http://www.chemistry.vt.edu/RVGS/ACT/notes/Mixtures_and_Compounds.html
http://www.odu.edu/~chem/genchemhelphomepage/topicreview/bp/ch2/mixframe.html
http://www.ymp.gov/about/index.htm
http://aha-public.lanl.gov/

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**EDITOR'S NOTE:**
radioactive
nuclear waste
oxides
Fahrenheit
fluorites

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## WORLDVIEW

### Around the World: Water: Part I

1. Why is water an essential natural resource? What percentage of the earth's water is drinkable? Why are there water shortages throughout the world? What is an aquifer? What is a water table? Why is China thinking of moving its capital from Beijing? In your opinion, what might be the environmental and economic impact of such a move?

2. Why is the Ganges River important to India? Why is the Ganges in jeopardy? Why do many Indians consider the Ganges to be sacred? Fecal coliform is an example of a contaminant that can be found in rivers that lack adequate waste treatment facilities, including the Ganges. Refer students to library and Internet resources to learn about the different diseases that people can contract by consuming or bathing in polluted water, including typhoid and cholera. Have students share their findings. Ask: Are these diseases more prevalent in certain parts of the world? If so, why?

3. According to the video, "the scarcity (of water) can be a catalyst for a miracle in the Middle East." What is the meaning of this statement? Do you agree? Why or why not?

4. Refer students to the last three websites below to learn about water resource management and the risks associated with changing the flow of rivers. According to the video, what have been the ecological, societal and economic effects of the Hoover Dam, the Three Gorges Dam and the Aral Sea project? Why is the Aral Sea considered to be one of the greatest environmental catastrophes ever recorded? Why do opponents of the Three Gorges Dam claim that the project will be an ecological and economic disaster? Have students determine if there are more environmentally sound ways, other than building dams, to meet the world's need for fresh water.

5. How have water shortages environmentally and politically impacted the Middle East? Refer students to online resources, including the seventh website below, to learn more about the GAP dam project and its impact on the relations between Turkey and its neighboring countries, Iraq and Syria. Then, refer students to the last website below to learn about the Israel-Jordan Water Agreement. Ask students: Do you think the water agreement is fair and effective? Why or why not? Do you think Turkey and its neighboring nations could benefit from a similar agreement? If so, what obstacles might prevent these nations from establishing such an agreement?

6. Divide your class into small groups. Have each group select a country and prepare a report about the status of the country's fresh water supply and the factors that threaten this resource, including overpopulation. After groups present their findings, have students identify societal, economic and consumer trends that are depleting the earth's supply of fresh water. Discuss possible ways to reverse these trends.

7. In the video we learn that there is an intrinsic connection between the health of an aquatic ecosystem and the health of the whole community, its economy, and the people that depend on the ecosystem. Help students to identify the sources of their local fresh water, including rivers, streams and lakes. Then, if possible, have students visit these sites to determine if these waters are being polluted. If so, direct students to locate the sources of the pollution. Students should also identify how the surrounding ecosystems might be affected if these water supplies were destroyed. Besides the biological problems, what possible economic and social consequences could follow? After the discussion, challenge groups of students to identify ways to stop the pollution.

**LINKS:**
http://www.watervision.org/
http://www.overpopulation.org/
http://www.essential.org/earth_day/water/water.html
http://www.washingtonpost.com/wp-srv/inatl/longterm/yangtze/yangtze.htm

http://www.dfd.dlr.de/app/land/aralsee/
http://www.pbs.org/wgbh/amex/hoover/
http://www.american.edu/projects/mandala/TED/ice/TIGRIS.HTM
http://www.israel.org/mfa/go.asp?MFAH00pc0

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**EDITOR'S NOTE:**
desalinate
aquifer
typhoid
ecosystem
irrigate

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## NEWS CHRONICLE

### Our World: Chelsea Clinton

1. Who is Chelsea Clinton? With whom is she currently traveling? How has she been "in the spotlight" recently?

2. Why do you think Chelsea's parents tried to protect her in her younger years? Why do you think they have let her become more noticeable lately? How could Chelsea help her mother's campaign? To whom does Chelsea seem to appeal? What are White House spokespeople saying about Chelsea's increased visibility?

3. Ask students: What do you think it would be like to be the daughter or son of the president? How would your life be different? In what ways might it be similar to the way you live now? Challenge students to consider the positives and negatives of First Daughter or First Son status. Then direct each to write an essay that explains why he/she would or would not like to live in the White House with a presidential parent. Ask students to share their essays and discuss whether they sympathize with Chelsea or envy her.

**LINKS:**
http://www.lycos.com/news/flash/chelsea.html
http://www.cnn.com/ALLPOLITICS/stories/1999/02/05/chelsea.clinton.01/

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**EDITOR'S NOTE:**
Chelsea Clinton
First Daughter
moral support
humanize

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# CNN NEWSROOM Guide

**August 29, 2000**

**Teachers: Today's program is not closed-captioned due to technical difficulties. We apologize for any inconvenience.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:35... 01:35

**TODAY'S NEWS** ... 00:30...02:05

**Top Story** ... 04:35...06:40
U.S. Pres. Clinton joins former South African Pres. Mandela in a call for peace in Burundi.

**In the Headlines** ... 02:45...09:25
World religious leaders meet to discuss ways to promote peace.

**DAILY DESK** ... 00:40...10:05

**Health Desk** ... 02:00...12:05
New studies indicate differences in the brains of individuals who have violent tendencies.

**Look Ahead** ... 00:35...12:40
Coming Dec. 6th: The Teenage Brain

**WORLDVIEW** ... 00:25...13:05

**Around the World** ... 11:05...24:10
***Teachers: This story contains subject matter that may be disturbing to some students. Please preview this segment.*** Smallpox could be the terrorist's weapon of choice.

**NEWS CHRONICLE** ... 00:25...24:35

**Our World** ... 02:30...27:05
The disappearance of physical education classes is a nationwide trend.

**CNN NEWSROOM CLOSE** ... 00:55... 28:00

## ----------- CNN NEWSROOM STORIES ------------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Clinton in Africa**

1. Where was President Clinton yesterday? Who was his partner in urging peace among the warring

factions in Burundi? When did these peace talks actually begin? How and when did the war begin? Which two ethnic groups are directly involved in the conflict?

2. What was President Clinton hoping to observe in Tanzania yesterday? Why did both he and former South African President Nelson Mandela express disappointment instead? What is an "interim agreement"? What issues has this agreement left unresolved? What did President Clinton ask the warring parties to do? Do you think it is likely they will follow his advice? Explain.

3. Assist your students in learning more about the conflict between the Tutsis and Hutus in Burundi. Have your students consult the Internet and other resources to find out how and why the conflict started, and how it escalated and spread beyond Burundi's borders. Share student findings in class discussion. What are the regional, continental, and global ramifications of this conflict? Solicit student opinions on the extent to which the international community should be involved.

**LINKS:**
http://www.cnn.com/2000/WORLD/africa/08/28/clinton.tanzania.05/index.html
http://allafrica.com/
http://www-sul.stanford.edu/depts/ssrg/africa/burundi.html
http://www.state.gov/www/regions/africa/

**In the Headlines: Religion Summit**

1. What is the purpose of this gathering of world religious leaders? Which leader is conspicuously absent? Why was the Dalai Lama not invited to participate? What has been the reaction to this decision? Who is participating in the Dalai Lama's place?

2. What do you think these religious leaders mean when they say they "don't want to create an expression of their highest aspirations"? How would they prefer to promote peace? Do you think a regional approach could be effective? Why or why not?

3. Inform your students that China annexed Tibet in 1951, and that it refuses to acknowledge the Dalai Lama, who fled Tibet in 1959. Direct your students to conduct research to learn more about China and Tibet and why China demanded the Dalai Lama not be included in this summit. Share student findings. Nobel Laureate Bishop Desmond Tutu has accused the U.N. of "caving into pressure from the government of China" on the issue of whether or not to invite the Dalai Lama. Do students agree or disagree with Bishop Tutu? Discuss.

4. Organizers of this summit had to first identify the criteria for admission to their conference. Among the criteria they selected were historical importance, the number of practicing members, geography and reach, and antiquity. In general, the religion or faith has to be more than 100 years old and its charismatic founder must be deceased. Read these criteria to students and ask them to identify some world religions that meet the criteria. Do students think the criteria accurately identifies religions or faiths that are globally significant? Discuss.

**LINKS:**
http://news.lycos.com/headlines/TopNews/article.asp?docid=RTNEWS-UN-PEACESUMMIT-DC&date
http://www.csmonitor.com/durable/2000/08/28/text/p1s3.html

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**EDITOR'S NOTE:**
Nelson Mandela
Tutsi and Hutu
Burundi
Bujumbura
democratically-elected
interim agreement
United Nations

Dalai Lama

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## DAILY DESK

### Health Desk: Violent Brains

1. According to the new studies, what is similar about the brains of people who are prone to violence? Why is this research important? What is serotonin? How can these research findings be used to prevent high-risk children from becoming violent?
2. Dr. Steven Hyman maintains that "violence, like most complex behavior, is not due to a single factor." What do you think Dr. Hyman means? What factors cause people to become violent? Refer students to online resources, including the websites below, to learn about why people become violent and the different interventions that are used to prevent people from becoming violent. Which interventions are the most effective? Why?
3. As a class, discuss why violence is considered a public health problem. Have students identify the psychological impact that violence has on individuals, families, and society. After students discuss their findings, ask: Why are some people concerned about the studies' findings? Do you think these concerns are justified? Why or why not? Should these concerns prevent society from supporting interventions that are based on brain studies' findings? Explain.
4. Have groups of students research the anatomy and development of the brain, and diagram the functions of its three main areas: the brain stem, cerebellum, and cerebrum. Have students share their drawings. Then, challenge each group to develop a series of ten questions related to the anatomy, development and functions of the brain. Have each group pose their questions to the class. Award prizes for the most thoughtful questions.

**LINKS:**
http://www.cnn.com/2000/HEALTH/07/28/violent.brains/index.html
http://www.psc.edu/science/Goddard/goddard.html
http://www2.ncsu.edu/ncsu/cep/PreViolence/eoto99.htm
http://helping.apa.org/warningsigns/index.html
http://www.nimh.nih.gov/publicat/violenceresfact.cfm
http://www.nimh.nih.gov/publicat/violenceschools.cfm

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**EDITOR'S NOTE:**
violence
serotonin
frontal lobe

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## WORLDVIEW

### Around the World: Smallpox

1. What is smallpox? Why does this disease no longer exist on earth? Why is the virus still in existence? What are biological weapons? What diseases could be considered biological weapons? What nations have the smallpox virus in their possession? What other nations may have the disease? Why is Mike Osterholm most concerned about smallpox as a potential terrorist weapon?
2. How does smallpox spread? Describe the disease's effects. How many people died of smallpox in the 20th Century? When was the last case of smallpox reported? Who developed the smallpox vaccine, and when? How much later was it before smallpox was eradicated?

3. What did Ken Alibek reveal about Russia's smallpox virus stockpile when he defected? Why does Mr. Alibek believe this stockpile presents a "clear and present danger" to the world? What are "rogue nations"? How might rogue nations use the smallpox virus to further their own agendas?

4. If you were infected with the smallpox virus today, what symptoms might you experience? Why might a trip to the emergency room be of no help? What would happen to you as the disease progressed? Describe how the disease could quickly become an epidemic. How is smallpox preventable? Why would a terrorist smallpox attack on the U.S. twenty years ago have been ineffective? Would anyone be immune to smallpox today? Explain.

5. How much of the smallpox vaccine does the U.S. currently have? Is this enough to deal with a possible outbreak? Explain. What is the U.S. doing to address this possibility?

6. In the video we hear the argument that the smallpox virus could have been destroyed and that its destruction would have removed the threat of a bioterrorist attack. Do students think the virus should have been destroyed, or are there more compelling reasons for preserving it? Ask students to put themselves in the place of world health officials whose task it was to decide whether to save or to destroy the last smallpox viruses last year. We know now that the decision was made not to destroy the viruses, but would students have acted differently? Have students work in groups to research the arguments that supported and opposed destruction of the smallpox virus, and share their findings. Then have each student write a position paper that advocates either the destruction or preservation of this virus.

7. Inform your students that in China, 100 years before Edward Jenner, people took pills made from the fleas of cows to prevent smallpox. This was the earliest form of oral vaccination. Students might also be interested to know that Edward Jenner noticed that women who worked milking cows appeared to develop immunity to smallpox through their contact with the cows, hence the term "vaccination" from the Latin word for cow, "vacca." Encourage your students to come up with their own questions about vaccinations and how they work. Help satisfy their curiosity by helping students research vaccinations and their effectiveness. Students will want to learn more about the smallpox vaccination and the immunizations they have received for other diseases, including measles, mumps, chicken pox, and some strains of hepatitis. Share student findings and discuss what characteristics of these diseases and of smallpox make them good candidates for prevention by vaccination. Likewise, why do students think there are some diseases for which there are currently no immunizations?

8. Biological warfare is as old as war itself. The ancient Romans are thought to have initiated the practice of biological warfare by dumping diseased animals into the drinking water of their enemies, thus making their enemies sick and affecting their morale. Have students work in groups to learn more about biological warfare throughout history and share their information. Discuss what makes biological warfare especially threatening to the human species in the modern world.

**LINKS:**

http://www.encyclopedia.com/articles/11987.html
http://www.the-scientist.library.upenn.edu/yr1996/dec/opin_961209.html
http://www.seercom.com/bluto/smallpox/index.html
http://www.calpoly.edu/~drjones/biowar-e3.html
http://38.232.17.254/journals/annals/15oct97/smallpox.htm
http://www.cnn.com/US/9804/14/infectious.threats/
http://www.pbs.org/wgbh/pages/frontline/shows/plague/etc/faqs.html

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**EDITOR'S NOTE:**

smallpox
biological weapon
virus

hemorraghing
epidemic
Centers for Disease Control
immune
vaccine

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## NEWS CHRONICLE

### Our World: Decline of Physical Education

1. What is the physical education requirement for students in grades K through 8 in Georgia? What is the requirement for high school students? How do these requirements, or lack thereof, compare to those at your school? Which state is the only one to demand these classes for all grades through high school? Why is physical education disappearing?

2. What are the downsides of a de-emphasis on physical education? How are some parents compensating for the lack of physical education at their children's schools? Why are after-school sports not the answer for all students? What does the video suggest is the one way to mandate more physical education and allow more time for academics? Do you think this is a viable solution? Why or why not?

3. In the video, Georgia School Superintendent Linda Schrenko calls for a "common sense" approach to physical education. Challenge your students, working in small groups, to evaluate their school district's policy of physical education and determine whether it consitutes a "common sense" approach. If so, have the group write an essay that offers the justification for the physical education policy currently in use. If a group believes there should be more or less physical education, have the group prepare a paper that outlines a different policy and its rationale. Have each group present its paper and discuss.

**LINKS:**
http://www.designastudy.com/teaching/tips-101199.html
http://www.cobb.k12.ga.us/~frey/PhysicalEducation.htm
http://pe.central.vt.edu/professional/defending/defendingprevention.html
http://www.lincolnu.edu/~nicholsb/statemta.htm
http://www.pedigest.com/
http://pe.central.vt.edu/lessonideas/pelessonplans.html

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**EDITOR'S NOTE:**
physical education
academics
obesity
inequity

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# CNN NEWSROOM Guide

**August 30, 2000**

**Biography docudramas are available FREE on Turner Classic Movies. Enroll in TCM BY THE BOOK: LIVES ON FILM for FREE curriculum materials and film taping rights. Fax your name, school address & phone number to TCM (770)739-7085.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:30... 01:30

**TODAY'S NEWS** ... 00:45...02:15

**Top Story** ... 06:35...08:50
-Colombia's people are engaged in a life-or-death struggle against drugs.
-Programs in some Colombian towns save many from lives of crime.

**In the Headlines** ... 02:00...10:50
World religious leaders share a vision of faith as a peacemaker.

**DAILY DESK** ... 00:45...11:35

**Business Desk** ... 02:10...13:45
Some drivers opt for car sharing as an alternative to expensive ownership.

**WORLDVIEW** ... 00:35...14:20

**Taking Care of Business** ... 03:00...17:20
The once grand estates of Russia are in disrepair.

**Business Brief: Russia Big Business** ... 02:00...19:20
Russia's big business interests struggle to hold onto power.

**Information Please** ... 04:20...23:40
A hot, wet summer has created the ideal growing climate for Russia's poisonous mushrooms.

**Divine Guidance: Russia Relics** ... 01:20...25:00
Thousands of Orthodox Christians pay homage to the relics of a healing saint.

**NEWS CHRONICLE** ... 00:30...25:30

**Our World** ... 02:00...27:30
Colleges attach varying degrees of significance to an applicant's SAT scores.

**CNN NEWSROOM CLOSE** ... 00:30... 28:00

## ----------- CNN NEWSROOM STORIES ------------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Colombia Drug Policy**

1. Describe the life-or-death struggle in which Colombia's people are currently engaged. Who is blamed for the level of violence that currently exists in Colombia? Who are the narcotraffickers? How are the guerrillas funded? Why do the narcotraffickers pay them?

2. How is the U.S. attempting to aid Colombia's government in its fight against drug traffickers? Why did Congress condition U.S. aid to Colombia on human rights advances? What did the White House do in response? Do you think the Clinton Adminstration should have dropped these conditions? Why or why not?

3. What is the "Merquemos Juntos" program? How does the program help the people of the town of Barrancabermeja keep their children from joining drug gangs? Who started the program? What opportunities has it afforded some of the townspeople? What is "Project Hope"? Explain how this project is providing economic opportunity for local peasants.

4. The international drug trade that originates in Colombia has been called "narcoterrorism" by some observers. What do you think this means? Do you agree or disagree with this label? Explain. Is drug trafficking a form of terrorism? Explain your answer.

5. As we see in the video, Colombia's fight against drugs threatens its citizens and its government, and at times appears to be a losing battle. Earlier this month, U.S. President Clinton said, "As Colombians fight to build their democracy and block the illegal drug trade, they are fighting for all of us. If they are willing to take up the fight, we should be willing to take on some of the cost. I am proud to sign legislation that commits us to doing that." Read this quote to students and have them conduct research to learn more about Colombia's drug trafficking problem and its international implications. Have students write position papers either supporting or rejecting President Clinton's financial commitment to Colombia.

**LINKS:**
http://www.lonelyplanet.com.au/dest/sam/col.htm#facts
http://www.lonelyplanet.com.au/dest/sam/col2.htm
http://usinfo.state.gov/regional/ar/colombia/
http://www.cnn.com/2000/WORLD/americas/08/29/colombia.pastrana/index.html
http://www.cnn.com/SPECIALS/2000/colombia.noframes/

**In the Headlines: Millennium Peace Summit Update**

1. Why are leaders of different world religions meeting in New York City? Why were these leaders "scolded"? How did the top Islamic leader defend the use of force? What plea was issued by the keynote speaker? Why are the leaders now meeting in closed door sessions?

2. Throughout this segment, we hear of examples of religion sometimes promoting conflict rather than world peace. Working in groups, have students search for evidence of current religious civil unrest and warfare around the world. Have each group choose one conflict and identify the parties involved, their religious associations, and the location and nature of the conflict. Have each group present its information and discuss what religious leaders can do to get the warring parties to resolve their differences.

**LINKS:**
http://www.religioustolerance.org/welcome.htm#new
http://www.religioustolerance.org/curr_war.htm
http://www.cnn.com/2000/ASIANOW/east/08/28/peace.summit/index.html

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**EDITOR'S NOTE:**
guerrilla
paramilitaries
Andres Pastrana
human rights
cocaine
palm oil
Islam
indifference

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**DAILY DESK**

**Business Desk: Car Sharing**

1. According to the American Automobile Association, how much per mile does it cost to own and operate a car? If you drive 15,000 miles per year, approximately how much will you spend on car-related expenses?

2. Why is owning a car in a big city even more expensive? What does Boston's Zipcar company offer its customers? How many drivers are currently members of the operation? How do some of its members use the car sharing service? Why does car sharing make economic sense for these members? Can you think of any downsides to car sharing? Explain.

3. This story may not have any relevance to students unless they understand the costs of owning and operating a car. Even if your students are of driving age, they may never have been exposed to the actual dollars and cents involved in day-to-day car ownership.
    1. To help them appreciate these costs, first divide the class into small groups.
    2. Allow each group a few minutes to examine a recent local newspaper and select either a new or used car to "purchase" or "lease."
    3. Charge each group with the task of finding out how much a driver would pay per month to operate that car, including the monthly loan or lease payment, and expenses such as taxes and title, insurance, gasoline (assuming 12,000-15,000 miles driven per year, depending on your locality), regular oil changes, mandatory inspections, and other costs. The group may want to interview older family members, car dealers, and mechanics to get an accurate approximation of the expenses and actual costs.
    4. Have each group present a detailed chart of its findings, along with the sum total of its monthly expenses for its chosen car. Were students surprised by their findings?

    After the presentations, discuss alternatives to car ownership in your community, such as public transportation and car sharing, if available. Where alternatives are available, why do students think that so many Americans still prefer to own/lease their own vehicles? If car sharing is not available in your community, do students think it could be a profitable business? Why or why not?

**LINKS:**
http://www.aaasouth.com/acs_news\5539.asp
http://www.hs.ttu.edu/ffp1370/chapter_seven/page1.htm
http://www.drivers.com/
http://www.Flexcar.com/faq.html

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**EDITOR'S NOTE:**
car sharing
public transportation
insurance
maintenance

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## WORLDVIEW

### Taking Care of Business: Russia's Grand Estates

1. Why are some of Russia's grandest country estates falling apart? Who is trying to change this? What specific needs do these properties face? How much money have the Americans raised for Russian country estates? How much does the theater mentioned in the video need?

2. Who was Leo Tolstoy? What is the status of his estate? Why is it in better shape than most? What is Tolstoy's great-grandson doing to preserve the property? Do you think Leo Tolstoy would approve of this approach? Explain.

3. What do students think is the reason behind the widespread disrepair of Russia's estates? Generate a class discussion about the recent economic changes in Russia and the problems resulting from the transition to a free market economy. If students are unfamiliar with Russia's economic situation, have them conduct research to learn more. Discuss the financial priorities that are likely to take precedence over the estates for Russia's government. What other approaches might be taken to finance the repair of these historic places?

   **EXTENSION:** If there are historic places in your community, have students find out how they are maintained, and who finances these efforts. Do students think historic sites are worth preserving? Discuss.

**LINKS:**
http://www.valley.net/~transnat/
http://www.cityvision2000.com/city_tour/index.htm
http://www.imagi-nation.com/moonstruck/clsc6.htm
http://www.encyclopedia.com/articles/12944.html

### Business Brief: Russia Big Business

1. Why did Russia's big businessmen recently meet with President Vladimir Putin? Why are Russia's biggest carmaker, oil company, and metal producer all in trouble with the government? What are the business leaders asking of Russia's president?

2. Inform students that an oligarchy is a system of government where power is held by a few, usually wealthy, individuals. Why do students think Russia's business leaders have been dubbed "the oligarchs"? How and when did they come into power? Have students work in groups to research Russia's oligarchs to learn who these individuals are, what businesses they represent, how they came into power, and why they are in trouble now. Share group findings. Why is the oligarchs' power in jeopardy now? How does their influence run counter to the idea of democratic reforms in Russia?

**LINKS:**
http://www.worldbank.org/html/prddr/trans/julaug99/pg16box.htm
http://seattlep-i.nwsource.com/national/russ165.shtml
http://philosophy.about.com/homework/philosophy/library/blgl_oligarchy.htm?iam=dpile&terms=oligarc

### Information Please: Russia Mushrooms

1. What weather conditions have been conducive to the growth of the white deathcap mushrooms in Russia? How does this mushroom affect the human body? How have authorities responded to the 230 poisonings that have occurred in one town alone? Why are some disobeying the law?

2. Inform students that there are about 70 to 80 species of mushrooms that are poisonous to humans. Point out that some health sources cite plant poisoning as the number one source of poisoning for children. Have your students work in groups to learn more about toxic plants and ways to identify them. Share group findings. Invite a medical professional to address the class on first aid for poisoning victims.

**LINKS:**
http://www.britannica.com/seo/m/mushroom-poisoning/
http://earthsky.com/1999/es990819.html
http://www.rush.edu/worldbook/articles/016000a/016000242.html

**Divine Guidance: Russia Relics**

1. Why did thousands of Russian Orthodox Christians recently wait in long lines to see a saint's relics? What do the pilgrims believe will happen if they touch the relics of St. Panteleimon?

2. What do we know about St. Panteleimon? Why was he executed? Where are his relics usually housed? Why do you think so many people believe in their healing power? Are you aware of any unconventional methods of healing that many people believe and use? Explain.

**LINKS:**
http://www.anemos.com/Diaspora/macedonia/athos/a0os7.html
http://www.orthodox.net/trebnic/to-panteleimon.html
http://www.balamand.edu.lb/theology/lifestpenteleimon.htm

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**EDITOR'S NOTE:**
Anton Chekhov
Leo Tolstoy
oligarchs
embezzlement
St. Penteleimon
pilgrims
relics
Russian Orthodox Church

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**NEWS CHRONICLE**

**Our World: SAT Importance**

1. What's the good news about last year's average SAT math score? What is the average verbal score, and how does it compare to the average verbal scores over the past five years? Why do 80% of four-year colleges require SATs from their applicants?

2. Overall, do SAT scores seem to be more or less important to college admissions officers today than they were a few years ago? Why do you think this is so? Even though SATs appear to carry more weight, what other factors may actually be more important? Why has Dickinson College decided to drop the SAT as a requirement for admission? Do you think this is a good idea? Why or why not? What advice do experts offer to college applicants who are obsessed with doing well on the SAT?

3. Many college admissions officers view the SAT as the great equalizer, that is, a uniform way of measuring all applicants' scholastic aptitude against one another, without accounting for differences in curriculum, course load, etc. Poll students to find out what they think of this policy. Do they think it is fair? If not, what would they do differently to allow applicants to be compared "on a level playing field"? If your students have taken the SAT, ask them to discuss their experiences and to what degree they feel the test projects an accurate academic profile of their college potential.

**LINKS:**
http://www.cnn.com/2000/US/08/29/sat.scores.01/index.html
http://www.collegeboard.org/

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**EDITOR'S NOTE:**
Scholastic Aptitude Test
selection process
admission
bias

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# CNN NEWSROOM Guide

**August 31, 2000**

**Teachers: There will be no CNN NEWSROOM and Daily Guide on Monday, Sept. 4, in observance of Labor Day in the U.S.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:35... 01:35

**TODAY'S NEWS** ... 00:35...02:10

**Top Story** ... 06:10...08:20
-U.S. Pres. Clinton visits Colombia and pledges aid to fight the drug war.
-Drugs and guerrillas govern the lives of Colombia's peasants.

**In the Headlines** ... 05:00...13:20
-Millennium Peace Summit leaders call for an end to "holy wars."
-Religious conflict plagues Indonesia.

**DAILY DESK** ... 00:50...14:10

**Science Desk** ... 02:30...16:40
New technology may allow eyes to be used for identification at airports.

**WORLDVIEW** ... 00:30...17:10

**One World Habitat: Kathmandu Pollution** ... 03:25...20:35
Nepal's capital city is choking in pollution.

**Inside Europe** ... 02:30...23:05
British consumers' lack of confidence in cybersecurity is undermining e-commerce.

**NEWS CHRONICLE** ... 00:55...24:00

**Our World** ... 03:00...27:00
One Oakland school has a "no homework" policy for younger students.

**CNN NEWSROOM CLOSE** ... 01:00... 28:00

## ----------- CNN NEWSROOM STORIES ------------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Clinton in Colombia**

1. What South American nation did President Clinton visit yesterday? What is the cause of widespread violence in Colombia? What is the United States doing to help Colombia fight drug trafficking?

2. What three factions fight over drug profits in Colombia? What have been the human costs of their fighting? Why are some opposed to any U.S. help? Why do President Clinton and many in the U.S. Congress believe that aid to Colombia is vital? With whom do you agree? Explain.

3. Who is Francisco? What does he do for a living? What does the owner of the farm where he works do with the coca base Francisco makes? Why could both soon be without their jobs? How is U.S. aid intended to put an end to these farms? Why will this be a dangerous mission?

4. What is the FARC, and what is its role in Colombia's drug war? What new faction has become involved in the drug war in Southern Colombia? How do the paramilitaries benefit from narcotrafficking? How has the conflict between the guerrillas and paramilitaries affected the lives of local farmers and peasants?

5. Inform your students that, according to the World Bank, "Colombia has become the world's major cocaine processing and distribution center, accounting, by some estimates, for about 75% of the world's supply of cocaine." The drug industry has a profound economic impact on Colombia, with some observers estimating that it is responsible for about 7% of the country's GDP (Gross Domestic Product.) Challenge your students to measure the impact of Colombia's drug trade in human costs. Have them work in groups to research the social and political consequences of narcotrafficking for the people of Colombia. Share group findings. How have the societal and political costs of drug trafficking outweighed any possible economic gain? In what intangible ways is drug trafficking actually hurting the country's economy as well?

6. Several hundred U.S. advisers have already begun training Colombian government troops in their fight against drug traffickers. Citing this and the 1.3 billion dollars in aid, some U.S. political leaders are warning of involvement in a "Vietnam-like quagmire." What does this mean? Discuss the potential benefits and risks of U.S. involvement in Colombia's drug wars.

**LINKS:**
http://www.cnn.com/2000/WORLD/americas/08/30/colombia.clinton.04/index.html
http://www.cnn.com/SPECIALS/2000/colombia/
http://www.worldbank.org/html/extdr/offrep/lac/co2.htm

**In the Headlines: Millennium Peace Summit Update**

1. What is a "holy war"? How do religious leaders meeting at the Millennium Peace Summit feel about war in the name of religion? What is one site of religious conflict where they believe religious leadership can make a difference? What do the leaders believe they have to do to bring peace to Kosovo?

2. What is the goal of the summit? What commitment are attendees being asked to make? Do you think their efforts to bring about regional peace will be successful? Explain.

3. How many people have died in civil unrest in Indonesia since January, 1998? Who is fighting in Indonesia? How has religious identity lead to civil conflict? What religion is dominant in Indonesia? What is a jihad? Who called for this holy war? Who do many people blame for "playing the religious card" and pitting Indonesian communities against each other?

4. The first part of this video cited the religious violence that resulted in war in Kosovo. Indonesia's religious conflict is the focus of the second part. Many observers refer to Indonesia as "the next Yugoslavia." Ask students what this means. Then have them work in small groups to analyze and compare the conflicts in Indonesia and the former Yugoslavia, and present their findings. Discuss the nature of the international community's response in each case. Do students think peacekeeping

efforts by religious leaders could be more or less effective in Indonesia and the former Yugoslavia? Discuss.

**LINKS:**
http://www.wcrp.org/profile/whois.html
http://www.monde-diplomatique.fr/en/1999/06/11indon1
http://www.state.gov/www/global/human_rights/irf/irf_rpt/1999/irf_indonesi99.html
http://www.mcc.org/occasional/24/3.html
http://www.abc.net.au/rn/relig/enc/stories/s27639.htm
http://ezdragon.cortland.edu/dragon22/news/n_three.htm

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**EDITOR'S NOTE:**
drug cartels
Andres Pastrana
coca base
cocaine
anti-narcotic troops
Revolutionary Armed Forces of Colombia
campesinos
jihad

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**DAILY DESK**

**Science Desk: Airport Iris Scan**

1. What is the Eye Ticket Scanner? How does it work? What part of the eye does it use for identification? Why? How could it improve air travel? What safeguards does it have to address security concerns?

2. Do you think automating air travel using this technology will result in overall traveler time savings? Explain. How do you predict the public will react to this technology? Do you think this will be an effective tool in fighting air travel fraud? Explain.

3. In humans, a set of muscles attached to the iris opens and closes the pupils, allowing the appropriate amount of light inside the eye. Most of the anatomy of the eye is easily visible using a hand lens. Working in pairs, have students take turns creating drawings of their partner's eye. The room should be well lit, so that the irises will be large and the pupils small. Tell students to be careful to keep their hand lenses a safe distance away from the surface of their partner's eye when examining it. Have students focus on the area where the iris meets the pupil, the area used for the Eye Ticket Scanner. Then have students compare drawings to see how alike or different their drawings were and to support or refute the idea that irises should be used for identification.

**LINKS:**
http://www.eyenet.org/public/anatomy/anatomy.html
http://www.biometricgroup.com/a_bio1/technology/cat_iris.htm
http://www.neurotechnologija.com/verieye.html
http://www.innerbody.com/htm/body.html

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**EDITOR'S NOTE:**
iris
prototype
digital password
fraud

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## WORLDVIEW

### One World Habitat: Kathmandu Pollution

1. Locate Kathmandu on a world map. Explain how "population and pollution seem to go hand-in-hand" in Kathmandu. What are the major sources of pollution in the city?
2. How has the government of Nepal tried to deal with Kathmandu's pollution problem? Were their efforts successful? Explain. Why has it been so difficult to make a dent in Kathmandu's pollution problem? What do scientists want the government to do to clear the city's air? What could be the ultimate consequences of unchecked pollution?
3. What are the long-term effects of severe pollution? How might these effects become obstacles to political, social and economic stability in Nepal? Direct groups of students to research Nepal, its government, economy, society, and natural resources. Then have each group prepare an analytical paper outlining the ramifications of pollution on Nepal's people, economy and government. Have each group present its paper and compare conclusions with those of other groups. What should Nepal do to confront the pollution in Kathmandu? Discuss.

**LINKS:**
http://www.info-nepal.com/p-review/1999/04/080499/pol.html
http://www.nepalnews.com/main.htm
http://nepal.sbc.edu/staying.htm
http://trekking-nepal.com/kathmandu/index.htm

### Inside Europe: Britain Cybersecurity

1. What does a new survey reveal about British consumers' willingness to give credit card numbers on the Internet? What recent security breaches have fueled this online confidence crisis? Why do experts predict that there will be fewer security breaches in the long run? Why is it ironic that most consumers prefer to use their credit cards in the "real world"?
2. How do you feel about the use of credit cards online? Do you or any of your family members make online purchases? If so, do you/they worry about online security? If not, what has prevented you from buying goods online? Do you think your family would have responded the way the majority responded to the British survey? Explain.
3. While no attempts to prevent fraud can be 100% secure, many online merchants, including banks and other financial services, go to great lengths to protect their customers' credit data. Challenge your students to learn more about the primary means of online security, encryption. Have students conduct research to learn more about the encryption process and the online businesses that use it. Share student findings in class discussion. Poll students to see if encryption gives them the confidence to do their purchasing and banking online.

**LINKS:**
http://www.britain.or.kr/cyber/ecyber4.htm
http://www.cdt.org/
http://www.cypost.com/resources.html
http://www.fundsxpress.com/security.htm

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**EDITOR'S NOTE:**
Nepal
vehicle emissions
e-consumers

online confidence
cybersecurity

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## NEWS CHRONICLE

### Our World: Homework Bound

1. What do education experts recommend as an appropriate amount of time for kindergarten to third grade students to spend on homework? According to the experts, how much time should fourth through sixth graders spend on homework daily? What factors should determine the amount of homework middle and high school students should have? What is different about the Beacon Day School's approach to homework? What is the rationale for this policy? How do the students' parents feel about no homework for younger students?

2. How does the homework policy at the Beacon Day School compare to that of Oakland's public schools? Why do the public school officials believe that homework is essential for their students?

3. Which has the longer school year, the Beacon Day School or the Oakland Public Schools? By how many days is the Beacon Day School's year longer? Do you think this is a fair trade-off for "no homework"? Explain. Which would you rather have, a longer school year or no homework? Why?

4. Help your students start the new school year by presenting (or reviewing) information on good study habits. Invite a guidance counselor to present information on effective study and homework habits. Have your students combine this information with additional research and create a webpage on study and homework habits with reference links (e.g., dictionary, grammar guides) for their school's website.

**LINKS:**
http://www.accesseric.org/resources/parent/homewrk.html
http://www.cnn.com/HEALTH/9901/30/homework.stress/
http://www.ascd.org/readingroom/edupdate/1997/2nov.html
http://www.infoplease.com/homework/

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**EDITOR'S NOTE:**
homework
discipline
abstract
basic skills

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